

Summer course: June 15-July 13, 2019.

Environmental Justice: Race, Class, Power, and Sustainability.

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Burntside Lake, MN. Photograph by Pablo Toral.

What is wilderness? Who made it? Whose land is it? How should we relate to it? Students in this course will develop the tools to answer these questions by conducting their own field research. They will engage in participant observation, visual sociology, interviewing, oral history, and archival research in the wilderness region known by the Ojibway as the “Arrowhead”, around the Boundary Waters Canoe Wilderness Area in the United States and Quetico Provincial Park in Canada. Students will visit four reservations and four small towns on both sides of the border to interview community leaders, business leaders, environmental groups, nongovernmental organizations, and government officials. Their research will shed light on the history of environmental preservation, environmental law-making at the grassroots, race relations, different models of economic development, environmental and social justice, and the role of Ojibway communities and government in wilderness preservation. Cross-national comparisons of political institutions, regulatory styles, Ojibway customary law, and state-society relations will reveal different approaches to environmental management and wilderness preservation in Canada and the

U.S. The course is designed for undergraduate students with an interest in environmental studies, social justice, race relations, environmental law, and social research methods. The course has no prerequisites.

Course description.

“Good God, it’s really worth all this trouble, isn’t it?”

Senator Howard Metzenbaum as he looked down at the BWCA

The Boundary Waters Canoe Area Wilderness (BWCA) was the subject of one of the most heated environmental debates in recent U.S. history. Between 1906 and 1978, those advocating mining, logging and the use of motorized vehicles within the wilderness clashed with environmentalists, who called for the preservation of this area as a wilderness. The BWCA Wilderness Act of 1978 designated the area as a wilderness, banned mining and logging and restricted motorized use to only a few entry lakes, but tensions still remain today. Pressures to open up surrounding areas for mining continue to split the local community and many still advocate motorized use within the wilderness. The wilderness borders Quetico Provincial Park on the Canadian side of the border. Logging has been banned in Quetico since 1971 and motorized use restricted to a single lake since 1979.



Portage to South Hegman Lake, Boundary Waters (MN.) Photograph by Pablo Toral.

The conflict around the BWCA Wilderness illustrates what *political ecologists* call a “politicized environment”, or how the environment becomes the site of struggles over resources. This course examines environmental politics at various levels, from the global to the local, taking the BWCA Wilderness and Quetico Provincial Park as case studies. The proximity and parallel histories of the BWCA Wilderness and Quetico Provincial Park provide a valuable opportunity to develop a comparative approach to our study of environmental politics. The course compares environmental politics in the U.S. and Canada and reviews the role of key actors involved in green politics in both countries, including Congress, the presidency, regulatory agencies, the states (called provinces in Canada), local governments, the party system, and civil society groups, especially native American communities (known primarily as “first nation peoples” in Canada), nongovernmental organizations (NGOs), and businesses. This course pays close attention to the differences and similarities that exist between both countries and explores how both societies try to reconcile economic development with environmental protection. This tension is particularly serious today in the area surrounding the BWCA Wilderness and Quetico Provincial Park due to the pressure from logging, mining and tourist interests, and affects very closely the different Ojibway communities living around the wilderness.

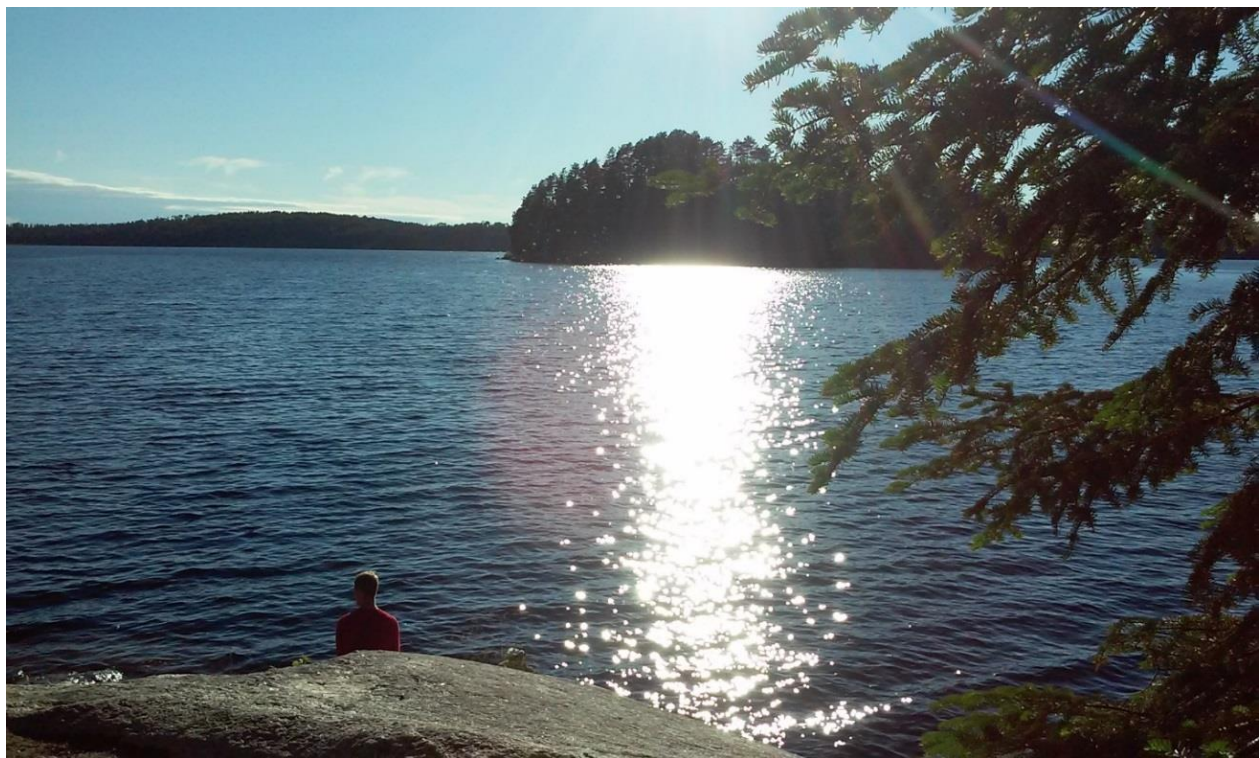


Cooking dinner on Twin Lakes, Boundary Waters. Photograph by Emily Culver.

What is wilderness? Who made it? Whose land is it? How should we relate to it? Students in this course will develop the tools to answer these *guiding questions* by conducting their own field research. The course is designed for undergraduate students with an interest in environmental studies, social justice, race relations, environmental law, and social research methods. They will engage in participant observation, visual sociology, interviewing, oral history, and archival research in the wilderness region known by the Ojibway as the “Arrowhead”, around the Boundary Waters Canoe Wilderness Area in the United States and Quetico Provincial Park in Canada. Students will visit four reservations and four small towns on both sides of the border to interview

community leaders, business leaders, environmental groups, nongovernmental organizations, and government officials. Their research will shed light on the history of environmental preservation, environmental law-making at the grassroots, race relations, different models of economic development, environmental and social justice, and the role of Ojibway communities and government in wilderness preservation. Cross-national comparisons of political institutions, regulatory styles, Ojibway customary law, and state-society relations will reveal different approaches to environmental management and wilderness preservation in Canada and the U.S.

This course has four major *learning goals*. The first goal is to introduce the students to field-based research in the social sciences. Students will become familiar with survey research by learning data-collection techniques such as participant observation and interviewing techniques. Students will also learn to record, analyze and present data. Students will interview key stakeholders on both sides of the border, including members of native communities (called “first nations” in Canada), business groups, environmental groups, nongovernmental organizations (NGOs), and government. The second learning goal is to equip the students with methodological tools to do comparative analysis. They will conduct research from two different cases of wilderness preservation, the BWCA Wilderness in the United States and Quetico Provincial Park in Canada. Cross-national comparisons of political institutions, regulatory styles, and state-society relations will reveal different styles of environmental management and wilderness preservation. The course is grounded on a comparative methodology and draws from the natural sciences, economics, international relations, sociology, anthropology, history, religious studies, political science, and ethics to help students develop an interdisciplinary approach to environmental studies.



Sunrise on French Lake, Quetico (Ontario, Canada.) Photograph by Pablo Toral.

The third goal is to help the students develop an interdisciplinary approach to environmental studies. The course is grounded on a social science methodology and draws heavily from political science and international relations, but also from economics, sociology, anthropology, history, religious studies, ethics and the natural sciences. The fourth goal is to help the students develop specific skills needed to conduct social research in the wilderness, such as canoeing, camping, cooking and survival. Fifth, the students will familiarize themselves with the concept of “environmental justice” and its myriad forms, including environmental racism, environmental classism, and environmental sexism, among others. Sixth, and perhaps most important, the course will help the students develop cross-cultural skills. They will learn how to approach new communities and people of different ethnic, cultural, and economic backgrounds in a land they call home. The students will learn to appreciate the rich ethnic diversity of the U.S. and Canada, and how the people and the wilderness have shaped one another.



Kay-Nah-Chi-Wah-Nung Reservation, Ontario (Canada.) Photograph by Pablo Toral

The course is *structured* along five major sections, namely social research methods, policy-process, actors, and themes. First, we learn qualitative research methods, including participant observation, in-depth interviews, oral history and visual sociology. Secondly, we compare policy instruments in the U.S. and Canada at the local, state/provincial and federal level, including the role of environmental agencies and the court system. The course then focuses on the key actors involved in environmental policy-making in both countries, especially the role of native American/First Nation communities, science and the scientific community, businesses, environmentalists, nongovernmental organizations (NGOs), government, regulatory agencies and the courts. Finally, students analyze the main environmental themes affecting the BWCA Wilderness and Quetico Provincial Park, such as forest, mining and tourist policies, protection of species, air and water pollution, pesticides, sustainability and, most importantly today, climate change. Fifth, the students develop their own research project. The conduct field research, analyze

their data, and present it in an academic fashion, either as a research paper, as a presentation or as a poster.

This course is *particularly useful for students considering graduate school* because many graduate programs in the social sciences require strong field research methods. Since few ACM students take a field research methods course in their home campus, no previous knowledge of research methods is expected. This course is also strongly recommended *for students with an interest in environmental studies*. Any student looking for an academic experience that will set them apart from other applicants in the eyes of an employer should also consider this course. Alumni of the field station report how employers see in this type of courses evidence of leadership, entrepreneurship, work ethic, teamwork, and cross-cultural skills.



Sunset on Basswood Lake, Boundary Waters. Photograph by Pablo Toral

To conduct fieldwork and process data, students *need to bring the following*: a valid passport (non-U.S. nationals should also obtain a visa to enter Canada if needed and should find out whether their current U.S. visa allows multiple entry into the U.S.), a laptop, a thumb drive, a small notebook, a pen, a digital camera and a waterproof plastic pouch (it should be large enough to protect your camera, notebook and one textbook while canoeing and camping.) Students do not need *IRB approval* because the results of their research will not be disseminated beyond the context of the course. If students intend to use the data outside of the context provided by the course, for example, as part of a senior thesis or a research project at their home campus, they need to get *IRB approval* from their home institution. The course has no prerequisites.

Required texts:

Proescholdt, Kevin, Miron Heinselman and Rip Rapson (1995), *Troubled Waters: The Fight for the Boundary Waters Canoe Area Wilderness*. St. Cloud, MN: North Star Press of St. Cloud Inc. (ISBN: 0878391002).

Rosenbaum, Walter (2017) (10th edition), *Environmental Politics and Policy*. Los Angeles, CA: Sage. (ISBN: 9781506345376). While we will be using the tenth edition, previous editions of this book are fine.

Schutt, Russell (2018), *Investigating the Social World. The Process and Practice of Research*. Los Angeles, CA: Sage (ISBN: 9781506361192). While we will be using the ninth edition, previous editions of this book are fine.

Searle, Newell (1977), *Saving Quetico-Superior. A Land Set Apart*. Minneapolis. Saint Paul (MN): Minnesota Historical Society (0873511409).

VanNijnatten, Debora L. (2016), *Canadian Environmental Policy and Politics. The Challenges of Austerity and Ambivalence* (fourth edition). (ISBN: 9780199005420)

The professor will provide additional reading material at the field station.



Friendly Boundary Waters host. Photograph by Jerry Ivie.

Assignments (share of final grade in parenthesis)

- Field notes (20%), due at noon the day after returning from a canoeing research trip
- Midterm (15%), two days after returning from our first canoeing research trip
- Final (15%), July 12, 9:00am
- Research project (30%), due before final presentations (July 11, 4:45-5:30)
- Course citizenship (20%)

Course outline.

The structure of the course and the date of assignments are subject to change due to weather conditions, logistics, and permits granted by the U.S. Forest Service. We will always discuss due dates together in class, in consultation with the program director.

Section I: Methodology

- 1-Research methods (Schutt)

Section II: Background

- 2.1-Environmentalism:
 - US (Rosenbaum)
 - Canada (VanNijnatten)
- 2.2-Economic interests vs environmental protection (Searle, chaps. 1-3)
- 2.3-Legislative process (Searle, chaps. 4-7)
- 2.4-Environmental law and the court system (Searle, chaps. 8-10)

Section III: The Policy Process

- 3.1. Context:
- 3.2. Process:
- 3.3. Role of science:
- 3.4. Courts:
- 3.5. Policy instruments: CBA, command and control, risk assessment

Section IV: Case Studies

- 4.1-Boundary Waters Canoe Area Wilderness.
 - Proescholdt, Heinselman and Rapson (*Troubled Waters*):
 - Drafting “a bill” (pp. 1-106)
 - Congress:
 - Interior Committee/National Parks and Recreat. Subcom. (pp. 107-180)
 - House floor (pp. 181-215)
 - Senate (pp. 215-304)
- 4.2-Forestry policy/legislation
- 4.3-Air and Water policy and legislation
- 4.4-Energy and climate change policy and legislation
- 4.5-US-Canada Collaboration: international treaties and diplomacy
- 4.6-Environmental policy at the local level: local politics and legislation
- 4.7-Role of Aboriginal people in environmental policy and legislation: customary law
- 4.8-Extinction

Field research trips.

The dates and schedule for each trip are dependent on weather conditions, logistics, and permits granted by the U.S. Forest Service. We will always discuss due dates together in class, in consultation with the program director.

As we conduct research, you will keep a journal with your field notes. After every single interview/visual sociology assignment, we will go over our field notes together if time allows. If we have back-to-back interviews and debriefing is impossible after some of them, we will after dinner while sipping tea/coffee around the fire.

Trip to Bass Lake falls

9:00 am leave field station
12:00 pm lunch on Bass Lake (by the waterfalls)
2:30 pm leave for wilderness field station
4:00 pm arrive at field station

Ely research trip

10:00 am Ely Chamber of Commerce
2:00 pm Up North Jobs
3:30 pm Ely Winton History Museum (Vermilion Community College)

Three-day canoeing loop from and to the field station

We will camp on Tee Lake the first night and on Twin Lake the second night

Quetico research trip

Day 1 International Falls (MN), Fort Frances (Ontario, CA)
9:00 am Leave field station
12:00 pm International Falls Chamber of Commerce, led by Peter Schultz
4:00 pm Quetico Provincial park, check in
Reading assignment. Read the introduction of the following two books.
-Beck, Bill (2010), *The Mill and the Falls. 100 Years of Papermaking on the Border.*
International Falls (MN): Boise Paper Holdings, L.L.C North Star Publishing.

- Paddock, Joe (2001), *Keeper of the Wild. The Life of Ernest Oberholtzer.* St. Paul, MN: Minnesota Historical Society Press.

Day 2 Atikokan (Ontario)

Morning Visual sociology assignment in Atikokan
4:00 pm Atikokan Centennial Museum, led by Nancy Kozlovic
Reading assignment. We will read together out loud after dinner.

-McNab, David T. (1999), *Circles of Time. Aboriginal Land Rights and Resistance in Ontario.* Waterloo, ON: Wilfrid Laurier University Press. Chapter on Sturgeon Bay and Lac La Croix.

Day 3 Atikokan (Ontario) and Kay-Nah-Chi-Wah-Nung reserve (Emo, Ontario)

9:00 am leave camp

10:00 am Atikokan Mayor Denis Brown, town hall
11:00 am Atikokan Economic Development Office, Gary McKinnock
12:00 pm Métis National Council member, Marlene Davidson (meet at Robbins)
4:00 pm Kay-Nah-Chi-Wah-Nung reserve (Emo, Ontario,) led by Milo Johnson
9:00 pm arrive at Coe College field station

Reading assignment (we will read together and discuss while driving from Atikokan to the Kay-Nah-Chi-Wah-Nung reserve in Emo)

-Welcome letter by the Lac La Croix tribe, *Quetico Provincial Park 2018 newsletter*, page 3.

Bois Forte Ojibwe reservation research trip

10:00 am Bois Forte Ojibwe reservation, Tower (MN), led by Martha Anderson
11:30 am tour of Bois Forte reservation, lunch on Vermilion Lake
2:00 pm Twin Metals, led by Nicole Hoffmann.
4:00 pm return to Coe College field station

Reading assignments,

-Bullard, Robert D. (ed.) (2005), *The Quest for Environmental Justice. Human Rights and the Politics of Pollution*. Berkeley, CA: Counterpoint. Read the introduction.

-Spense, Mark David (1999), *Dispossessing the Wilderness. Indian Removal and the Making of the National Parks*. Oxford, UK: Oxford University Press. We will read prologue and introduction while we drive.

Boundary Waters canoeing research trip

Day 1: entry point #16 Moose River to Nina Moose Lake
Day 2: Nina Moose Lake-Lake Agnes-Lac La Croix (Boulder Bay)
Day 3: Lac La Croix (Boulder Bay)-pictographs-Warrior Hill-Iron Lake
Day 4: Iron-Lake-Curtain Falls-Crooked Lake (Sunday Bay)
Day 5: Duff day on Sunday Bay (Crooked Lake)
Day 6: Sunday Bay (Crooked Lake)-Wednesday Bay (Crooked Lake)
Day 7: Wednesday Bay (Crooked Lake)-Basswood River-pictographs-Horse River-Horse Lake
Day 8: Horse Lake-Tin Can Lake-Sandpit Lake-Range Lake-Range River-Low Lake-field station

Hull Rust iron mine field trip

9:00 am leave field station
10:30 am Chisholm (MN)
11:00 am Hull Rust Mine
12:00 am Hibbing (MN,) lunch
2:00 pm Ely (MN) visual sociology
4:00 pm leave for the field station
4:30 pm arrive at Coe College field station



Students conducting research on Low Lake, Boundary Waters. Photograph by Jerry Ivie.

This is our classroom.

See you here!