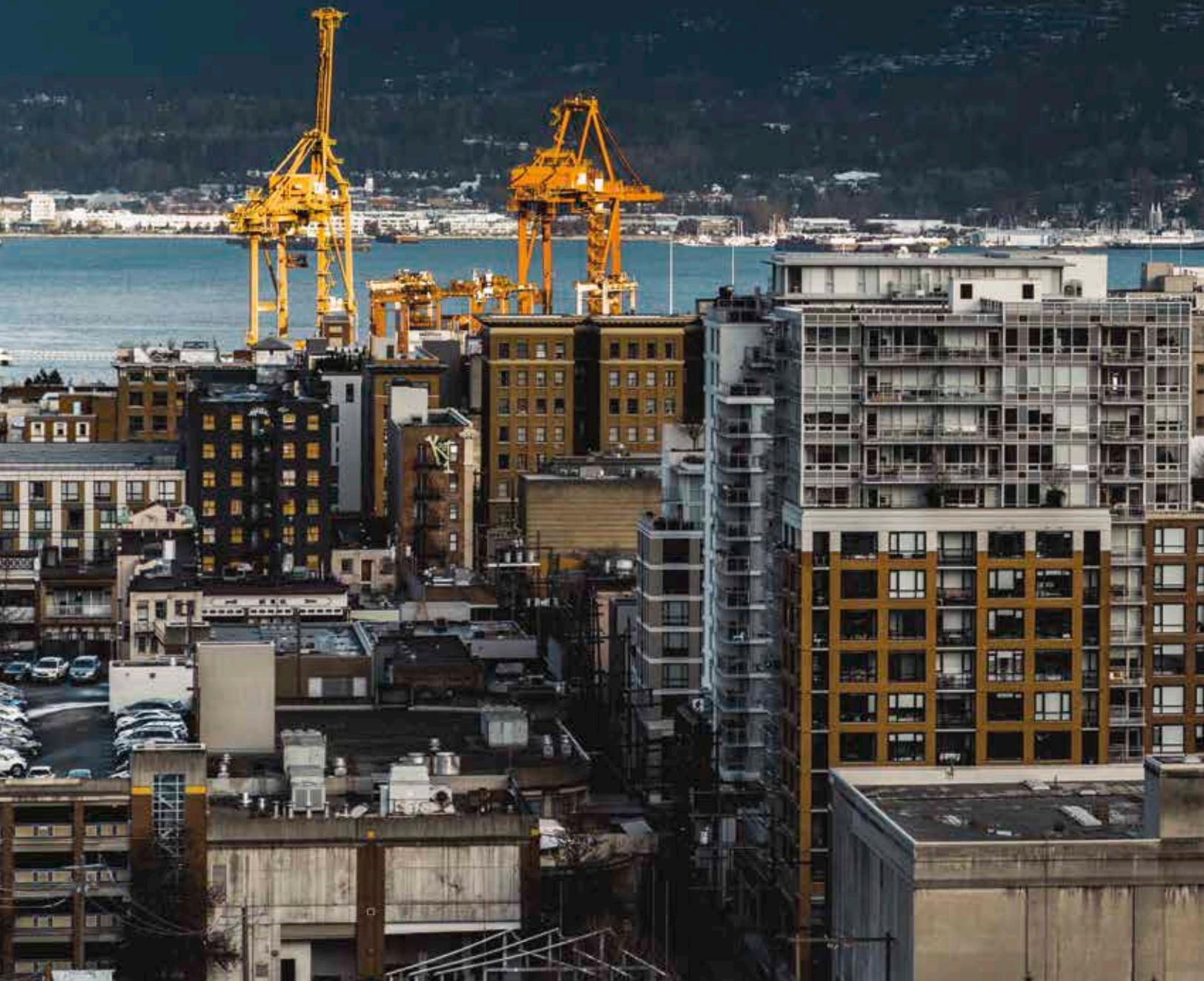


FOURTH EDITION

GEOGRAPHY OF BRITISH COLUMBIA

PEOPLE AND LANDSCAPES IN TRANSITION

EXERCISES AND
DISCUSSION QUESTIONS



BRETT MCGILLIVRAY

Introduction

EXERCISE 1: Mapping BC from Memory

After discussing the course outline and syllabus, ask students to map BC from memory. This exercise is not only a great icebreaker, it also reveals individual landscape experiences (which can be shared with others) and demonstrates the importance of location. Using maps to answer “where” questions is the easiest aspect of geographical study.

- Ask students to open their notebooks and draw a map of BC from memory. Tell them to put everything on it that they think is important – such as communities or physical features. (Tell them you are being deliberately vague because you don’t want to suggest what they should put on the map.) Walk around the room and look at what they are drawing. Give them a few minutes.
- Once they’re done, ask them to partner up, introduce themselves to each other, and exchange maps. They should then look at their partner’s map and think about how it differs from their own and what those differences tell them about the other person.
- When they’re finished, talk a bit about mental maps and how they represent people’s experiences (or lack of them). For example, one person might put Fort St. John on the map because they used to live or work there, whereas another person, who recently moved from Vancouver from a different province or country, may never have heard of it.

Discussion Questions

- What is time-space convergence? Can you use an example (not included in the text) to explain its significance.
- What are some of the influential “carriers” and “barriers” in the spatial diffusion of photovoltaic cells (solar electricity) installed in British Columbia?
- Briefly explain the relocation diffusion (including “push” and “pull” factors) of your family or a family that you are familiar with.
- What does Table I.1 tell us about the type of work people did in 1881 and in 2017?

Chapter 1: British Columbia, a Region of Regions

EXERCISE 2: Filling in the Map

To get students familiar with the vastness of BC's landscape and the physical and human features that distinguish its regions, ask them to pair up once more, this time with a different partner. Hand out a blank map of BC. Ask them to consult with each other and put the following features and places on the map:

- *Regions:* Cariboo, Peace, Kootenay, Okanagan, and LFV (they have to figure out what this means).
- *Mountains:* Rocky, Monashees, and Insular.
- *Bodies of water:* Fraser River, Columbia River, Nass River, and Lake Williston.
- *Places:* Victoria, Nanaimo, Prince George, Prince Rupert, Kamloops, and Fort Nelson.

Do not give them too much time. Once they're done, put a map of BC on an overhead or PowerPoint and use coloured pens or slides to show them where these places and features are located. As you mark up the map, tell stories about why these regions, mountains, and places are important – for example, that the Nisga'a define their Traditional Territory from the source to the mouth of the Nass River.

Discussion Questions

- What human and physical characteristics make British Columbia distinctive from other provinces?
- According to Table 1.1, which regions showed the most rapid growth between 1971 and 2016? Which regions had relatively slow or no population growth?
- Why do you think six of the ten most populous communities in 1901 (see Table 1.3) didn't even make the top ten in 2016?

Chapter 2: Physical Processes and Human Implications

GEOMORPHOLOGY

Discussion Questions

- Looking at the geologic time scale presented in Table 2.1, why do you think there are so many divisions (period and eras) in the past 545 million years and so few in the billions of years that made up the Precambrian Eon? What does “Phanerozoic” mean?
- What are the three main rock types?
- What are the differences between intrusive and extrusive igneous rock?
- What is a batholith?
- How are weathering and erosion related to sedimentary rocks, and why is this type of rock associated with bodies of water?
- What valuable minerals are associated with sedimentary formations?
- How are metamorphic rocks formed?
- How does the rock cycle (see Figure 2.2) relate to how rocks and the landscape are formed?
- In the generalized geology of British Columbia (Figure 2.3) describe the following regions and their geologic characteristics:
 - Peace River–Northeast
 - Rockies
 - Interior Plateau
 - West Kootenay
 - Coast Range Mountains
 - Most of Vancouver Island and the interior of British Columbia
- What does “deformation” mean?
- What are the properties of the mantle?
- What are the main differences between oceanic and continental crusts?
- Where do rift zones mainly occur?
- What does “orogeny” refer to?
- What are subduction zones, and what geophysical hazards are associated with these zones?
- What are transform faults, and where do they occur in British Columbia?
- Where is the most seismically active area of the province?
- What are terranes, and how are they accreted?
- How and when were the Rocky Mountains formed?
- If the Rockies only began to appear approximately 250 million years ago, how is it that the metamorphic belt in the Kootenays is over 1 billion years old?

- Why are there volcanoes and lava over sedimentary rock in the central interior of the province?
- Why are there fossils in British Columbia, indicating a much more tropical climate?
- Explain what “isostasy” means.
- The wearing down of landscapes is an important process. Answer the following:
 - What is a common cause of mechanical weathering?
 - What is chemical weathering?
 - How do rivers erode valleys?
 - What was the elevation of the past glaciation of the province, and what physical evidence exists to indicate that the province was subject to glaciation?

WEATHER AND CLIMATE AND OTHER PHYSICAL PROCESSES

Discussion Questions

- What are the differences between weather and climate?
- Global climate conditions affect British Columbia’s weather and climate. To understand their impact more fully, answer the following:
 - What is the “engine” or driving force of all weather and climate?
 - What weather conditions are usually associated with high- and low-pressure zones?
 - What type of pressure zone is at the equator?
 - At the equator, incoming solar radiation causes intense surface heating and warm air to rise thousands of kilometres into the atmosphere. A significant portion of this air mass then descends approximately thirty degrees north and south of the equator. Are these regions high- or low-pressure zones? What type of weather can be expected in these zones?
 - A portion of the air that rises at the equator does not descend until it reaches the North and South Poles – what pressure zones are in these regions?
 - Figure 2.12 shows that surface air movement and a collision between warm and cold air masses influence much of Canada. What is this zone referred to, and is it a high- or low-pressure zone?
- To understand the other global influences on British Columbia’s climate, answer the following:
 - What is the name of the line on the globe where the sun is ninety degrees at noon in June and in December?

- How does this seasonal variation influence general high- and low-pressure zones?
 - Winds are generated by the movement of air from high- to low-pressure regions. What are the names of the prevailing winds affecting most of Canada?
 - What influence does the ocean have on the climate of Vancouver Island, Haida Gwaii, and the mainland?
- Briefly describe the three climate regions in Figure 2.14.
 - What are the two main soils found in British Columbia?

EXERCISE 3: Exploring Climate in Four Selected Communities

Have students split up into groups of four and ask them to introduce themselves to one another. Provide each group with four pieces of graph paper and tell them the exercise will involve drawing a line graph using data from Table 2.2, which shows temperature and precipitation data for four selected communities: Vancouver, Prince Rupert, Penticton, and Fort Nelson. Each of these communities will be represented and graphed out by one student in each group. Tell them to pick their communities.

Now ask them to compose their line graphs. First, they should put months along the bottom of the graph paper, making sure that each person in the group dedicates the same scale (number of squares) to each month. They should then set up the left axis for temperature and the right axis for precipitation. If all the graphs have the same scale, it will be easier to compare the communities. Now ask them to fill in the data using different colours (such as pen and pencil) or different types of lines (such as solid versus dashed) to distinguish between temperature and precipitation.

Once they're done, ask them to discuss the following questions:

- What does “mean” mean?
- What are the main influences on coastal temperatures? interior temperatures?
- How do latitude and geographic location explain the temperature differences between Penticton and Fort Nelson?
- Which community has the highest and lowest mean monthly precipitation?
- According to Figure 2.15, which region has the greatest rain shadow effect?
- Why does Prince Rupert receive considerably more precipitation than Vancouver? Use Figure 2.13 to explain the seasonal variation in precipitation.
- What is convectional rainfall, and how does it influence seasonal variations in precipitation for Penticton and Fort Nelson?

Chapter 3: Geophysical Hazards and Their Risks

EXERCISE 4:

The Risk of Where You Live

Have students break out into groups of four. Ask them to read the definitions of **geophysical hazard** and the **three natural forces** that open this chapter. Now have them assess the risk (high, medium, or low) of the community they are currently going to college or university in. Have them list specific hazards.

Discuss the results and then open the discussion to include other places and communities where the students may have lived in the past.

Discussion Questions

- Examine the hazards model in Figure 3.1 and explain why the term “system” is used to separate the two categories?
- Why is the natural/physical system described as passive and the human use system as active?
- When an avalanche occurs in the wilderness (no people or property affected), why is it not considered a hazard?
- Using the human use system, how did Walhachin become a ghost town?
- The Jane Camp Slide of 1915 is particularly tragic because the mine was warned that the mountain above the camp was unstable and could fail. Why do you think the mine failed to take measures to avoid the risk?
- How do the five measures of extreme geophysical events result in more awareness and even prediction of floods and earthquakes? What are the five measures, and why is spatial pattern such an important one?
- Read the quote by Sims and Baumann (on page 55) and explain why “individuals often have few choices about where they live”?

Floods

- Why has this hazard caused the greatest loss in property damage?
- What is another name for snow-melt flooding?
- What three factors influence the discharge from snow-melt floods?
- What produces flash flooding, and how does the discharge rate differ from snow-melt flooding?
- What causes ice-jam flooding, and when does it mainly occur?
- According to Figure 3.4, what potential damage will occur at the fifty-year flood plain level?
- What were the unusual conditions that led to the 1948 Fraser River flood?
- Once a flood has occurred, what is one of the most serious concerns before people can move back into their homes?

- What elements of river systems and dikes can lead to failure?
- What are some measures to alleviate ice-jam flooding?
- According to Figure 3.7, what are the differences between corrective and preventative measures? What is the most important category?

Wildfire and Interface Fire

- Why is there little relationship between the number of fires, on the one hand, and the area destroyed or costs in terms of damages or firefighting, on the other?
- What is the difference between wildfires and interface fires?
- What physical conditions cause wildfires?
- Why has fire suppression increased the risk of wildfires?
- Why does the spread of cities into rural settings increase the risk of interface fires?
- What are some of the corrective and preventative measures that can be implemented by the provincial government? the municipal or regional level of government? individuals in rural settings?

Avalanches

- Why have avalanches caused the greatest loss of life among the hazards?
- What four conditions are responsible for avalanches?
- Why is mapping an important step in reducing the risk from this hazard?
- What are common measures used in British Columbia's transportation systems to reduce risk from avalanches?
- What are the measures available to reduce risk for backcountry skiers?

Earthquakes and Tsunamis

- Which region of the province does a subduction zone influence?
- How is mapping used in earthquake risk analysis?
- What is a megathrust earthquake, and when did the last one occur on the west coast?
- How did an earthquake affect Port Alberni in 1964?
- Why are tsunami waves unlike normal waves?
- What are the main factors in determining who lives or dies from earthquakes?

Chapter 4: Resource Development and Management

Discussion Questions

- Explain how resources are culturally defined?
- Give an example of how the value of resources changes over time?
- How can the terms “complementary” and “competing” be applied to the same resource?
- Give an example of a renewable and a nonrenewable resource. Why should we be cautious about labelling resources renewable? Why is it difficult to assess the availability of a nonrenewable resource?
- What are the three fundamental resources, and why are they labelled “fundamental”?
- How does the ecosystem model of resource use link nonliving with fundamental resources and living resources?
- What are the externalities of resource production and use?
- What is the downside of defining sustainability as sustaining development?
- What is another name for staples?
- What is the main assumption of staples theory?
- Of the five resources named by Innis, which one can't be used to explain east-to-west development in Canada?
- What is the most important backward linkage and why?
- Use an example to explain a forward linkage and a final demand linkage.
- How would a new sawmill (with three hundred employees) opening up in a community such as Smithers result in the multiplier effect?
- What could Innis not account for with his staples theory?
- What technological process is implied by Fordism?
- After the Second World War, there was an expansion of investments in Fordist industries. What type of communities did many of these investments create?
- What does “oligopoly” mean? How do scientific management and capital-intensive technologies reduce the need for labour?
- What role did governments play in encouraging new investment after the Second World War?
- What is a social safety net, and why was it necessary for governments to provide one?
- Can you explain the differences between low value-added production and high value-added production? Provide examples.
- What is “footloose” employment?
- British Columbia's economy developed in four unique ways in comparison to the rest of Canada by the 1980s. What are these unique ways?

- What is the difference between an industrial economy and a service economy?
- What are some of the unpredictable economic crises that have occurred since the 1970s?
- What two technologies radically changed the way goods and services are produced?
- What is the international division of labour, and why is it important to the introduction of new means of producing goods and services?
- What type of production is implied by the term “post-Fordism,” and why is uncertainty a characteristic of production?
- Why is the term “restructuring” – when applied to a corporation – usually negative for employees of the corporation?
- Where are the “two geographies” in British Columbia located, and how do they differ in terms of employment?
- What are the components of the high-tech industry, and where are these industries and jobs mainly located in the province?

Chapter 5: “Discovering” Indigenous Lands and Shaping a Colonial Landscape

EXERCISE 5: Indigenous Place Names

During the early colonial period in British Columbia, both the British and the Spanish left their legacy on maps with place names such as “Queen Charlotte Islands,” “Juan de Fuca Strait,” and so on. However, all these locations had Indigenous names, and in relatively recent times a number of these geographic locations have had their Indigenous names reinstated. Name at least three of these places and their Indigenous place name. Call on individual students to share their answers and keep a running list of them.

Discussion Questions

- What were the main factors that led to the escalation of global European colonialism?
- What did early European “discovery” of new lands imply?
- What part of North America did the Russians claim by the 1740s, and what impact did the Russians have on Indigenous Peoples in that region?
- Christopher Columbus and then Ferdinand Magellan left Europe and initially sailed southeast. What was the motivation for them to set off in this direction?
- Why was British Columbia not exposed to European colonization until two hundred years after eastern Canada was colonized?
- What was the initial resource that interested Europeans in the Pacific Northwest, and where was the demand for this resource?
- When Europeans arrived in British Columbia, it was not an empty land. Although each First Nation had unique customs and languages, what characteristics did they hold in common?
- What dispute resulted in the Nootka Incident of 1789? What is the legacy today as a result of this conflict?
- What precedent did the British establish in claiming British Columbia?
- How did smallpox arrive in the Pacific Northwest prior to James Cook’s voyage?
- What conflicts occurred between European sea otter traders and First Nations?
- What happened to the sea otter trade? What does “commercially extinct” mean?
- Why would the term “boom and bust” apply to the involvement of First Nations leaders such as Maquinna in the sea otter trade?

- What precedent was established in British North America as a result of the Pontiac War?
- Who were the main competitors in the overland fur trade in British Columbia, and who did early explorers such as Alexander Mackenzie work for? What colonial values did he reveal when he recorded his impressions of First Nations when he arrived at the Pacific Ocean?
- What two significant changes (from eastern Canada) took place with respect to the way the overland fur trade was conducted in British Columbia?
- What resource was discovered in the 1830s, and where was it located?
- Why was there conflict over Oregon Territory, and how was it resolved? What was “manifest destiny,” and how did it influence the Oregon Treaty?
- Where is Coleville, and why did its development result in an increase in permanent European settlement on Vancouver Island?
- What time-space technologies influenced Victoria as a result of the California Gold Rush?
- What fundamental differences were there in the mining of coal and placer mining for gold?
- What major political change occurred with the rush of miners in the Fraser/Cariboo Gold Rush?
- What tragedy occurred for First Nations as a result of the gold rush?
- Why was there concern over American annexation of British Columbia as a result of the gold rush?
- Why did the building of the Cariboo Road leave communities such as 100 Mile House with no “mile zero” starting point?
- What was the Waddington Trail Project, and why did it end in conflict and the death of many?
- What factors influenced the location of British Columbia’s northern and eastern boundaries?
- What were some of the major environmental consequences of gold mining, including feeding the miners?
- What unpredictable 1860s event resulted in “modern” (for those days) communication (time-space convergence), even in some of the most remote regions of British Columbia?
- What political choices did British Columbia consider in 1870? Why did it choose Confederation, and what did this mean for First Nations?

Chapter 6: Boom and Bust from Confederation to the Early 1900s

Discussion Questions

- Describe the social ladder in British Columbia at the time of Confederation? How could people improve their social position?
- Who could, and could not, vote in British Columbia in the 1870s?
- Which province was the largest in Canada in 1871?
- Why would a railway such as the Canadian Pacific Railway have a “multiplier” effect, and how could it improve the standard of living for those in the province?
- Where was the terminus of the CPR promised twice by the federal government?
- Describe the push and pull factors for the Chinese coming to British Columbia. What was their spatial diffusion throughout the province during the 1870s? How did policies of institutional racism (e.g., lower wages) result in greater racism and discrimination?
- What were the main differences between coal mining and gold mining in the 1870s?
- Explain why there was a linear pattern of logging during the period of oxen and skid roads. Where were the main lumber mills located in the 1870s?
- What technological innovation allowed the harvesting of salmon to take off? What does “anadromous” mean? Explain how rivers and streams have “ownership” of salmon. Although commercial fishers often ignored the rules, what was the major conflict over the harvest of salmon?
- Describe the economic conditions for farming and ranching during the 1870s.
- What was the main instrument used by the federal government in its attempt to assimilate First Nations? How were categories such as “Status” and “Non-Status Indians” created? When and why were residential schools created?
- What was the rationale for the creation of the Numbered Treaties across western Canada?
- Why, and how many, Chinese were brought in to build the CPR? Why was the fifty-dollar head tax introduced, and who did it affect in the relocation diffusion process?
- What benefits accrued to the CPR with completion of the transcontinental railway?

- What is the difference between placer mining and lode mining? Where were most of the lode (or hard rock) mining locations, and what transportation technologies were employed to remove the ore?
- What urban pattern emerged in the province by 1901?
- Why was there an agricultural boom in the 1880s, and what happened to agriculture in the 1890s?
- Why did the commercial salmon fishery expand to being a five-to-six-month industry? What rules were introduced in an attempt to ensure salmon for the future, and what rule resulted in many more fishing vessels harvesting salmon?
- What impact did the completion of the CPR have on the number of sawmills in the province? What was beginning to happen to the forests?
- Explain some of the impacts of the Klondike Gold Rush on British Columbia, including how it resulted in Treaty 8.

Chapter 7: Resource Dependency and Racism in an Era of Global Chaos

Discussion Questions

- How did Premier McBride raise money to finance railway infrastructure projects?
- What two transcontinental railway projects did McBride back? Where was the terminus of the Grand Trunk Pacific Railway (GTP), and why did the railway begin at this location? What major tragedy took place with the building of the Canadian Northern Railway (CNoR)?
- Where was the location of the Kettle Valley Railway (KVR) line?
- As more Chinese came to British Columbia, what barriers were instituted to halt their immigration?
- Why was there no head tax on the Japanese? Describe the targets of the 1907 race riot and its impact on Japanese migration.
- Why did Sikhs come to British Columbia, and what barriers were instituted to deter their migration to Canada?
- Why was there relentless pressure to reduce the size of First Nations reserves during the McBride era? What was the McKenna-McBride Royal Commission? What restrictions were placed on the commission? What happened to reserves following the commission's report? What are cut-off lands?
- Explain how the fur seal – a common property resource – became a private property resource that resulted in a war. Why would the United States brand fur seals? What was the outcome of the conflict?
- Why were more white commercial salmon fishers added to the northern fishery by 1914?
- The forest industry became the number one industry in the province during McBride's time in office. What major changes in technologies assisted the expansion of this industry?
- What were the conclusions of the 1910 royal commission on forestry in British Columbia, and what were the results of the commission?
- What agricultural specializations were beginning to occur in the province in the early 1900s? Where? Where is Walhachin, and why did the community not select the right types of crops?
- Why was early 1900s metal mining and smelting risky in the province? Why did iron and steel not get developed?
- What are some of the differences between joining a gold rush and going off to war? What was the reality of the war for those who went to Europe?

- What was the link between the federal government wanting to enact conscription and women becoming enfranchised (i.e., getting the vote)?
- Where did the Pacific Great Eastern Railway (PGE) line run, and why was it a dubious investment?
- Why did copper smelters in Greenwood and Grand Forks close?
- Consulting Table 7.1 and the text, why did the rate of population growth in British Columbia decline in these decades?
- Explain why salmon stocks had reached a crisis stage by the 1920s? What were the conflicts over the halibut fishery during this same period of time?
- How were the Chinese affected by the 1923 Chinese Immigration Act? What was the Duff Commission, and how did Japanese fishers become a target of racial discrimination?
- Explain conditions for coal miners in these early years and why there were so many strikes and fatalities.
- What innovations were made by the forest industry in the 1920s?
- How did the building of the Panama Canal benefit Vancouver?
- What were some of the effects of gas-driven vehicles in the 1920s?
- What happened to wages for those employed during the Depression?
- Why did there appear to be a gold rush during the Depression?
- Explain how commercial-fishing technologies resulted in the Americans signing a treaty in 1937 regarding the harvesting of sockeye salmon destined for the Fraser River?
- Why did the federal government believe that relief camps were the solution to unemployment?
- What infrastructure projects did the provincial government initiate during the Depression?
- How did the Second World War become the catalyst for industrialization for Canada, and what part of the process was located in British Columbia?
- What were some of the main findings of the Rowell-Sirois Commission?
- Discuss how the war affected Japanese living in British Columbia.
- What does it mean when Canada is described as having a “front door” and “back door” to economic trade?
- What institutions were created as a result of the Bretton Woods Conference in 1944, and which Asian nations were industrialized as a result?

Chapter 8: Changing Values during the Postwar Boom

EXERCISE 6: BC by the Road

Have students pair up once again and ask them to examine Figure 8.1, “Vehicle Registrations, 1945–75,” and to consult the accompanying text on roads.

Ask them to consider how living in BC changed between the end of the war and 1965, even though the number of miles of roads did not increase greatly. In terms of mobility, how would life have differed in 1945 and 1965? How would road development have influenced investment in the Pacific Great Eastern Railway (PGE)?

Discussion Questions

- What were some of the catalysts for the postwar boom, and what part did British Columbia play in Canada’s industrialization?
- Describe conditions in the interior in the early 1950s.
- What major acts of institutional racism improved for Asian populations in British Columbia following the war?
- What were the positive changes for First Nations following the war? What were some of the negative consequences of this megaprojects era on First Nations?
- During the W.A.C. Bennett era, what communities were linked by the PGE?
- How did the BC Ferry system become a Crown corporation?
- Why did Bennett consider the Kemano hydroelectric project an icon of industrialization on the so-called frontier?
- Why was the Wenner-Gren British Columbia Development Company granted the rights to one-tenth of the province, and what resource development and infrastructure did it provide?
- What was Bennett’s Two Rivers Policy, and how did it result in the creation of BC Hydro?
- What barriers and carriers were involved in building the Trans Mountain Pipeline?
- What was the result of more natural gas than oil being discovered?
- What major transition did the forest industry make during the 1960s and 1970s?
- What technologies were being used in the copper-mining industry? to what advantage? What environmental issues are associated with this method of mining?

- How did the coal-mining industry metamorphosize in this period, and what spatial impacts did it have on the province?
- How did instant towns differ from historical company towns?
- What does “capacity” refer to in the commercial salmon-fishing industry? Why was capacity an issue in the 1950s, and what were the recommendations of the Sinclair Commission?
- What are trawlers in the commercial fishery, and why are they not a sustainable technology?
- What were some of the major social changes to BC society in the 1960s?
- Why was Canada involved in the Cold War, and what infrastructure was put in place because of this conflict?
- Who were the draft dodgers? What influence did they have on BC’s environmental movement?
- Explain how Bennett’s government viewed parks.
- What were some of the environmental and social impacts of the Kenny and W.A.C. Bennett Dams?
- Who benefitted from the Columbia River Treaty, and what price did people in the Kootenays pay?
- What forest technologies resulted from the combustion engine, and why did they raise environmental concerns?
- What problems did agriculture have in the early 1970s?
- What was the 1969 White Paper, and why was it opposed by First Nations?
- How did the *Calder* case result in comprehensive and specific land claims?
- What significant voting change occurred in time for the 1972 provincial election?

EXERCISE 7:
Demographic Shifts

Have students pair up, this time with a new partner. Ask them to consult Tables 8.1 and 8.2–8.4. Ask them to consider why the province’s urban population went from 52.8 percent in 1951 to 75.7 percent by 1971. Then ask them to look at Tables 8.2 to 8.4 and make a list of major changes between 1951 and 1971. How are the changes in Table 8.1 reflected in the other tables?

Chapter 9: Resource Uncertainty in the Late Twentieth Century

Discussion Questions

- What was the NDP's super tax on minerals?
- Why was the Agricultural Land Reserve created, and on what basis was land set aside?
- Why did the 1970s energy crisis result in massive inflation?
- How did many individuals react to the increased price of energy?
- What was BC Hydro's solution to the high price of petroleum, and what environmental issues did these proposed solutions raise?
- In this period, how can we explain environmental organizations projecting a 1 to 2 percent per year increase in electricity use when BC Hydro was projecting a 10 to 12 percent per year increase?
- What major change occurred in the forest industry to combat the rise in petroleum prices, and why did this development conflict with BC Hydro's projections?
- Why did the energy crisis result in a proposed pipeline from Kitimat? What ended this proposal?
- What hydroelectric dams were built in the province as a result of the energy crisis?
- What were some of the hardest-hit industries during the 1980s recession?
- Why was the Agricultural Land Reserve not dismantled by the Social Credit government, which had opposed its creation?
- What was the digital revolution, and how did it combine with a revolution in time-space convergence to result in the global production of goods and services?
- How is the term "restructuring" related to globalization?
- Why was Northeast Coal a questionable investment for the federal and provincial governments?
- Why did the federal government allow the Davis Plan for the commercial salmon fishery to backfire?
- What was the "radical" recommendation made by the Pearse Commission?
- Why was the raising of salmon in net pens (farmed salmon) not successful off the Sunshine Coast, and where were more favourable locations?
- Why was Expo 86 allowed to occur when it was not a fourth-year event?
- How did First Nations react to resource development during the Social Credit period? What decisions did the courts make with respect to Indigenous Title?
- What was the conflict over the Windy Craggy Mine, and how was it resolved?

- What was the conflict over Clayoquot Sound, and what was the outcome?
- What proposals did Alcan make to gain more electricity, and how did the NDP government react to these plans? What was the Northern Development Fund?
- Why was the Columbia Basin Trust created?
- Why was the Pine River Pipeline rupture tragic?
- What did the NDP see as being the solution to providing more electricity to satisfy the demands of an increasing population?
- What was Georgia Strait Crossing Pipeline (GSX), and why was it contracted to provide energy to Vancouver Island?
- Why did the NDP encourage independent power producers (IPPs) in the 1990s?
- What were some of the major changes to the commercial fishing fleet as a result of the Mifflin Plan?
- What were some of the environmental concerns associated with an increase in farmed salmon?
- Why is the halibut fishery somewhat a model for ensuring both fish for the future and reasonable prices for fishers?
- What important precedent did the *Delgamuukw* case establish for First Nations?
- Why did the Nisga'a Treaty not go through the six-stage BC treaty process?
- What was the 5 percent benchmark, and why was it flawed for establishing Indigenous Title boundaries?
- Why is the Nisga'a separate own source revenue agreement somewhat controversial?
- How is the mountain pine beetle epidemic in interior forests related to climate change?

EXERCISE 8: Employment Trends between 1976 and 2001

Ask students to get into groups of two to four people. Ask them to examine Table 9.2 to assess what happened to employment between 1976 and 2001. Once they understand the changes that occurred overall in the province, ask them to describe how these changes were reflected in the individual economic regions (shown in Table 9.4).

Ask them to consider the following questions:

- By 2001, how did the economic regions differ in terms of population?
- Why were regional districts created?
- Suggest reasons why the urban centres listed in Table 9.5 lost population between 1971 and 2001.

Chapter 10: The Twenty-First-Century Liberal Landscape

Discussion Questions

- As a result of the disagreement over soft wood lumber, what major changes did the Campbell government make to the tenure system of forestry?
- What was the appurtenancy policy, and what were the consequences of its termination?
- How did the Forestry Practices Code change the harvesting of timbers?
- Why was Campbell opposed to the Nisga'a Treaty, and how did he attempt to change the province's relationship to this treaty?
- Why did the Liberals begin to reject the notion of producing more electrical energy from natural gas?
- What major infrastructure developments helped Campbell win the 2005 election?
- Why was the Georgia Strait Crossing Pipeline (GSX) cancelled, and what was the alternative to supplying Vancouver Island with electrical energy?
- What significant recommendation was made in the McRae-Pearse Report on the harvesting of salmon?
- What was the outcome of the Liberal government ignoring Indigenous Title and awarding resource-development contracts to private corporations?
- What are the benefits of interim agreements with First Nations?
- By 2006, how did the Liberal government engineer the building of the Site C Dam and promote new electricity generation through independent power producers (IPPs)?
- Why was the public generally and environmentalists specifically concerned about IPPs?
- What was the basis of the Indian Residential Schools Settlement Agreement, and how was compensation awarded?
- What made British Columbia a leader in Canada in combatting climate change in 2008?
- How did the subprime mortgage fiasco in the United States affect the economy of British Columbia?
- What were the Cohen Commission's recommendations, and what did the federal government do with these recommendations?
- Explain how the US recession resulted in pulp mills in British Columbia becoming IPPs?

- Why have so many interior sawmills closed in recent years?
- What has been the trend for the number of pulp-and-paper mills in the past twenty-five years?
- Why do community forest tenures lead to conflicts with local residents?
- Explain why the province and the federal government came to different conclusions in the environmental assessment of the Prosperity Mine proposal.
- Who benefitted from the building of the Northwest Transmission Line?
- What concerns were raised over the proposed Enbridge Northern Gateway Pipelines to British Columbia's west coast? What is the precautionary principle?
- What is the British Columbia Utilities Commission (BCUC), and why was it being excluded from so many decisions pertaining to energy?
- Why did Campbell resign?
- Why did the earthquake and tsunami in Japan result in a rapid rise in the price of liquified natural gas (LNG)?
- How did LNG become labelled a "green" energy source by the Clark government? What were the promised economic benefits of LNG projects in the province?
- What was the outcome of the New Prosperity Mine proposal, and what was the provincial government's position on the development of this mine?
- What was the Mount Polley Mine disaster, and how did it lead people to question the effect of mining in the province?
- Why would transporting thermal coal by rail from the United States to Fraser Surrey Docks so it could be shipped to Asia be controversial?
- What did the 2013 report state about BC's carbon tax?
- Why were changes made to Agricultural Land Reserves in British Columbia?
- What are the environmental, economic, and social concerns associated with the building of the Site C Dam?
- What was unique about the *Tsilhqot'in* decision, and how did it bring some reconciliation for past injustices?
- Why would many citizens of British Columbia be cynical about the federal and provincial governments' promotion of fossil fuel development?

Conclusion

Discussion Questions

- How were Asians in British Columbia subjected to residential segregation? How did policies of institutional racism result in increased racism and discrimination?
- What percentage of First Nations are not engaged in the BC treaty process, and why would they opt out?
- Why do First Nations use the court system to confirm their rights to their lands?
- Which sectors of society want some component of the salmon harvested each season, and why does the gatekeeper model make it difficult to assess their various needs?
- Why has the value of farmed salmon (see Figure C.1) increased so much more than wild salmon? What conflicts do commercial fishers, environmental organizations, and many others see in raising salmon in net pens? Are there any solutions to avoid the conflict?
- What has been the recent trend in preserving farmland in British Columbia?
- What are some of the problems for forestry in the coastal forest region, and why has there been an increase in the sale of raw logs?
- Why is metal mining a fairly high-risk industry? What are some of the environmental concerns associated with metal mining?
- What is one of the main factors in the year-to-year production of hydroelectricity that results in the net export or import of electricity in the province?
- What are the benefits and costs of building the Site C dam?
- Why is coal mining a risky proposition in the province?
- What are some of the concerns related to the building of the Kinder Morgan Pipeline to Burnaby?
- Why has the world market price for natural gas declined? Describe the process of fracking.
- How does the production of natural gas increase the carbon footprint of the province?
- Why does the production of liquified natural gas (LNG) require so much energy?
- What is the irony of British Columbia producing and shipping LNG to Asia, where it is burned for energy production?
- Why is the myth that “resources are the backbone of the economy” so readily believed in the province?

- Explain the vast uneven distribution of population in British Columbia today.
- Explain how the categories “construction” and “manufacturing,” which are included in the goods-producing sector, do not necessarily mean construction and manufacturing related to resources.
- Why does the service sector not conjure up visions of “good jobs,” as does the goods-producing sector?
- How have governments manipulated understanding of the environmental impact of fossil fuel projects?
- Why are many people cynical about the government’s promise to reduce greenhouse gases?
- Besides reducing greenhouse gases, what are other means of cleaning the atmosphere?
- What are the engines propelling BC’s economy?