

COURSE INFORMATION

Course title:	Indigenous Relations and the Climate Economy		
Course code:	BAEN580A	Credits:	1.5
Session, term, period:	2023W	Class location:	ANGU 133
Sections:	002	Class times:	T/Th 2:00 to 4:00 PM
Course duration:	March 12 to April 12	Program:	MBA

INSTRUCTOR INFORMATION

Instructor:	Justin G. Bull, Lecturer – Sustainability and Ethics Group		
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COURSE DESCRIPTION

This course will explore how successful climate action and economic reconciliation are co-dependent strategies in the Canadian context. The business community is striving to build stronger relationships with Indigenous communities. Doing so requires an understanding of the political, legal, cultural, and historical contexts that influence how to build successful partnerships. There will be a focus on how these relationships are central to task of decarbonizing the Canadian and global economy. Students will learn and apply the best practices required to leverage economic reconciliation as a path to successful climate action. The course will be divided in four parts:

- A review of political, legal, cultural, and historical contexts that influence private sector and Indigenous relationships.
- Case studies on private sector engagement with Indigenous communities.
- Evaluating the core climate-related technologies and business models where Indigenous participation is vital to success.
- Development and presentation of a concept plan for a major industrial development to a group of industry and Indigenous leaders in BC.

COURSE FORMAT

This course will consist of lectures and in-class discussions.

LEARNING OBJECTIVES

- Demonstrate a strong appreciation for the historical, legal, cultural and political contexts that make engagement with Indigenous communities both challenging and necessary.
- Identify how the private sector can play an important role promoting economic reconciliation with Indigenous peoples in Canada.
- Understand the leadership attributes and cultural grounding that can support successful and enduring economic partnerships with Indigenous communities.
- Identify the core technologies and decarbonization pathways that sit at the intersection of climate action and economic reconciliation.

SUSTAINABLE DEVELOPMENT GOALS

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the United Nations Sustainable Development Goals. In this course, we will touch on almost all of the SDGs, but there will be a particular focus on:



Goal 7: Affordable and Clean Energy

The course will leverage a series of case studies that focus on the energy transition, energy security, and decarbonization of energy systems. Students will also investigate emerging clean energy technologies that can support a specific Indigenous development opportunity.



Goal 8: Decent Work and Economic Growth

The course will require students to consider how Canada's economic growth and climate action can move hand-in-hand. Students will evaluate how economic growth and productivity growth must include Indigenous communities in Canada if it to be durable and scalable.



Goal 9: Industry, Innovation and Infrastructure

The course will invite students to consider how existing and emerging technologies can function together to create diversified, low-carbon income streams that also support the social, cultural and political ambitions of Indigenous communities.



Goal 13: Climate Action

The course will require students to carefully evaluate a range of climate action strategies, the trade-offs represented by each, as well as strategies to accelerating climate action through inclusive partnerships and shared benefits.

ASSESSMENT SUMMARY AND SCHEDULE

Due Date	Topic	Weight
March 16	Reflection: Empathy and Place	10%
March 19	A Tale of Two Pipelines: Case Discussion	10%
March 21	LNG Canada: Case Discussion	10%
March 26	Climate Tech Rundown	10%
April 2 & 4	Discussion Board Contributions	5%
Ongoing	Professionalism and Participation	15%
Exam Week	Final Group Project	40%

ASSESSMENT DETAILS

Reflection: Empathy and Place (10% of Grade)

After listening and reading the learning materials below, reflect by writing up to 500 words that addresses the following:

- By using the descriptions in ‘What is empathy?’, share your cognitive, emotional and/or compassionate empathy for some of the materials.
- From the readings, what are, have been and will be barriers to empathy and what are the enablers – discuss examples from the materials.

Learning Materials

- [As I Remember It](#) – Teachings from the Life of a Sliammon Elder – Elsie Paul
 - Listen and read ‘An Invitation to Listen’ and at least two of the four sections on Territory, Colonialism, Community and Wellness.
- Read the Tla’amin Nation [Constitution](#), parts 1, 2 and 3 on the founding principles, rights and responsibilities, and lands and resources.
- From the Tla’amin Nation website, read about the events of October 2023 when the Tla’amin Nation and BC [committed to working together](#) on the future of the tisk^wat paper mill site and on signing the [Memorandum of Understanding](#).
- [What is empathy?](#) Read this very brief introduction to the three types of empathy.

A Tale of Two Pipelines: Case Discussion (10% of Grade)

Before class on March 19, students will read two case studies:

[TransCanada Energy East: Managing Aboriginal Relations in the Energy Sector](#)

[The Trans Mountain Expansion Project: An Indigenous Bid for the Future of Energy Infrastructure](#)

Students are expected to come to class with detailed annotations of each case. We will work through each in a class discussion, identifying the core issues and proposed solutions. We will then discuss how these cases describe a shifting in landscape in the responsibilities and opportunities for the private sector in economic reconciliation. Students will be graded on their in-class participation, as well as a submitted reflection (no more than 500 words) that summarizes their key learnings and outstanding questions.

LNG Canada: Case Discussion (10% of Grade)

Before class on March 21, students are expected to read the entirety of the [case found here](#). The case and associated materials were written circa 2019. Students are invited to limit their reading to the webpages contained within the case blog, as well as resources from the “Resource Library”. There is a significant amount of research to be digested, and it is unlikely that students will be able to digest all materials in advance of class.

During class, we will have a discussion about the core issues at play in the case, and what has changed from 2019 onwards that is worth paying attention to. Afterwards, we will host a simulated “town hall” where select students will be invited to speak in support or opposition to the proposed project, and handle questions and feedback from the class. Students will be graded on their in-class participation, as well as a submitted reflection (no more than 500 words) that summarizes their key learnings and outstanding questions.

Climate Tech Rundown (10% of Grade)

Students will review and prepare a presentation based on a slide deck (famous in the world of climate tech) [released annually by Nat Bullard](#). The slide deck contains 200 graphs and charts related the state of decarbonization in our world. Students are required to identify and conduct further research around their “top five trends to watch”. Students will present their findings during class time. In selecting their top five trends, students must consider the following:

- Applicability to the Canadian context, and economic reconciliation in particular
- Applicability to the specific industrial project being considered for the final capstone in this course
- Applicability to their previous job and/or country of residence

Discussion Board Contributions (5% of Grade)

On three instances, we will have industry experts provide guest lectures in class. Students will be invited to conduct research and share potential questions and themes on Discussion Boards on Canvas prior to each guest lecture. Contributions will be evaluated based on background, thoughtfulness, and applicability to course content.

Professionalism and Participation (15% of Grade)

Participation is a vital part of the learning experience. Students will need come to each class prepared to discuss assigned readings and respond to the ideas and comments of others. Interactions are expected to be respectful, informative, and well-reasoned. Participation is evaluated on the quality (not quantity) of in-class contributions, interactions with the instructor outside of class, and active engagement with and support of peers during in-class activities.

Final Group Project (40% of Grade)

The ultimate goal of this class is for student teams to work together to develop a concept plan for a major climate-tech and reconciliation development opportunity in British Columbia. A backgrounder that is required reading [can be found here](#).

There will be an online data room provided to students that will contain a repository of site-related information to help the development of the concept plan. Students will develop a vision of a climate-aligned economic development project that is compatible with the values and goals of the Tla’amin. More detail about this case will be provided during class time. There will be an opportunity to meet with senior Tla’amin leadership to ask questions.

COURSE SCHEDULE

Date	Class #	Class Subject
12-Mar	1	Course Introduction
14-Mar	2	Guest Lecture: Dennis Thomas-Whonoak
19-Mar	3	A Tale of Two Pipelines
21-Mar	4	LNG Canada
26-Mar	5	Climate Tech-Run Down
28-Mar	6	Final Project Briefing: <i>tiskwat</i> Q&A with Tla'amin leadership
02-Apr	7	Guest Lecture: Maryam Golnaraghi
04-Apr	8	Guest Lecture: Daniel O'Brien
09-Apr	9	Symbiosis
11-Apr	10	Concept Pitches & Course Summary

COURSE-SPECIFIC POLICIES AND RESOURCES

Late Assignments: Late submissions will not be accepted and will receive a zero.

Regrading Assignments: Students can appeal an assigned grade within 24 hours of receipt. Any appeal must detail in writing why a grade adjustment is deserved and should cite specific examples.

Academic Concessions: If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Use of Artificial Intelligence: For this course, students are encouraged to use generative artificial intelligence (AI) to enhance and expedite their learning. However, they should be fully aware of its limitations. Gen AI and large language models in particular, and prone to “hallucination”; that is, they confidently make things up. Students must fact-check and cite all statements of fact, and should not rely on Gen AI for the accuracy of any of its claims. Gen AI also has a distinct, and at times verbose, writing style. Students should be aware of this, and use the tool not to replace their writing efforts but to enhance the quality, rigour and depth of their submissions.

When a student does use GenAI, they are obligated to include a separate statement in their assignment detailing how they used the tool, the limitations they confronted, and the corrections or adjustments that they made. This statement should be stand-alone, and not part of the body of the assignment or appendix. This statement does not count towards the page total of any assignment.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.