

COURSE INFORMATION

Course title:	Indigenous Relations and Economic Development	Credits:	1.5
Course code:	BAEN 580A	Class location:	ANGU 132
Session, term, period:	2019W, Period 7	Class times:	Nov 1 (5-9:30PM), Nov 3 (8:30AM-5:30PM), Nov 23 (8:30AM-5:30PM)
Section:	001	Pre-requisites:	N/A
Course duration:	Nov 1 to 23	Co-requisites:	N/A
Program:	MBA		

INSTRUCTOR INFORMATION

Instructor:	Justin G. Bull, Lecturer – Entrepreneurship and Innovation Group		
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COURSE DESCRIPTION

The business community in Canada is striving to build stronger economic relationships with Indigenous communities. This course will expose students to the political, legal, cultural, and historical contexts that make developing and improving relationships with Indigenous communities a priority for the private sector. Students will learn the context, tools, and best practices required to support and promote relationships between the private sector and Indigenous nations. The course will be divided in three parts:

- A review of political, legal, cultural, and historical contexts that shape private sector and Indigenous relationships.
- Case studies on private sector engagement with Indigenous communities, both successfully and unsuccessfully.
- Frameworks that present best practices and tools for enduring and successful economic relationships.

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 best practices that can support successful and enduring economic partnerships with Indigenous communities.

ASSESSMENT METHODS**50% - Group Project: Sector Strategy**

In lieu of a final exam, students will complete a major group project. Each group will develop a comprehensive "Sector Strategy" that presents their findings on how to promote economic reconciliation and promote Indigenous relations in a specific economic sector. Groups will be asked to select a sector, conduct research, integrate course materials, and present a comprehensive strategy.

Students should develop their strategy at the industry-level. Rather than presenting to an individual company, imagine presenting to an industry association (the Forest Products Association of Canada, for example). The presentation and accompanying slides decks should take a broad perspective and offer real-world examples. Groups should consider various aspects of the business environment where opportunities for economic reconciliation exist and successful Indigenous relations are of strategic importance. Final reports should consider a range of activities inside an economic sector, describe existing initiatives that represent effective engagement with Indigenous communities, and offer strategic guidance on how these sectors can strive to improve performance.

30% - Case Reports

Students will work with a group to evaluate a case study related to Indigenous relations and economic development in Canada. Case studies will be assigned in Class 1 and groups will have time during Class 2 to evaluate the case and present their proposed strategy. This will be done in two phases:

- *Phase One: Proposed Approach:* Students will quickly review and summarize the case to the class and offer their views on how they intend to develop and implement a strategy. This will be presented in 5 minutes, followed by instructor and peers review.
- *Phase Two: Strategy Presentation:* Teams will have 15 minutes to present a proposed strategy to move forward with their particular case. Teams will be evaluated on their specificity and creativity in their proposed approaches.

10% - Lecture Responses and In-Class Activities

There will be two assignments requiring students to either present on their own or written a reflection on their learnings. The presentation requires each student to find a story about indigeneity from either Canada or internationally and to take two minutes to share the key findings. The second assignment will be at the end of Class 3, where each student will be asked to take time to reflect on how their views on economic reconciliation and Indigenous relations have evolved.

10% - Professionalism and Participation

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.

REQUIRED READINGS

Students are required to read two books in this class. Additional readings will be posted on Canvas. Thomas King’s book must be read in advance of Class 1. Bob Joseph’s book must be used as a resource for your final presentations and should be read between Class 2 and 3.

King, Tomas (2012). *The Inconvenient Indian: A Curious Account of Native People in North America*
Available on [Amazon.ca](https://www.amazon.ca) or other book retailers.

Joseph, Bob (2019). *Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality*.
Available on [Amazon.ca](https://www.amazon.ca) or other book retailers.

CLASS SCHEDULE

Class 1 Nov. 1	5:00 PM	Introduction and Course Overview
	6:00 PM	Territorial Acknowledgement Exercise
	7:00PM	Break
	8:00PM	Discussion: Thomas King’s “The Inconvenient Indian”
	9:00PM	Team Formation and Case Assignments
Class 2 Nov. 3	8:30 AM	Case Analysis Procedures
	9:30AM	Group Work
	11:30 AM	Peer Review of Case Approaches
	12:30 PM	Break
	1:30 PM	Group Work
	3:30 PM	Presentations: Case Report
	5:00 PM	Connecting the Dots: Identifying Common Approaches
Class 3 Nov. 23	8:30 AM	Individual Presentations
	9:30 AM	Group Work: Sector Strategy
	12:00 PM	Break
	1:00 PM	Presentations to Expert Panel: Sector Strategy
	3:00 PM	Toolkit Development
	5:00 PM	Course Summary: The Role of the Private Sector in Economic Reconciliation

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 with 24 hours or 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>. 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](#).

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>.

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.

Copyright: All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these

materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Audio or video recording of classes are not permitted without the prior approval of the Instructor.

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.