

COURSE INFORMATION

Course title:	Indigenous Relations and Economic Development	Credits:	1.5
Course code:	BAEN 580A	Class location:	Online
Session, term, period:	2020W, Period 7	Class times:	Nov 6 (5-9:30PM) Nov 8 (8:30AM-5:30PM) Nov 16 (8:30AM-5:30PM)
Section:	001	Program:	MBA
Course duration:	Nov 6 to Nov 16		

INSTRUCTOR INFORMATION

Instructor:	Justin G. Bull, Lecturer – Entrepreneurship and Innovation Group	Office location:	Henry Angus Tower, HA664
Phone:	(604) 822-8372	Office hours:	www.calendly.com/jgbull
Email:	justin.bull@sauder.ubc.ca		

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. They will then apply these tools and best practices in a live consulting environment, working with a First Nation to develop economic development strategies for a portfolio of businesses.

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.
- Develop an economic development strategy for an Indigenous-owned business that demonstrates a strong synthesis of cultural awareness and business acumen.

ASSESSMENT METHODS

70% - Consulting Project

This course is primarily focused on one live consulting case. Four groups will form, and consulting services for Tla'amin Management Services LP (TMSLP), the economic development arm of the Tla'amin Nation. Each team assigned to a different business entity owned by TMSLP. A complete Briefing Document will be provided with complete details, background resources, and key questions that students are expected to address. The project will consist of three parts:

- Initial Presentation: 10%
- Live Presentation and Q&A: 20%
- Consulting Report: 40%

15% - Individual Presentations

Students will deliver individual presentations on a story related to Indigenous identity, history, or perspectives that you find of personal interest. You are tasked not with representing these perspectives. You are instead asked to contribute to the entire classes understanding of the rich and complex history of Indigenous people

around the world. You are encouraged to think creatively, and bring to class examples not just from Canada, but from around the world.

15% - 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.

LEARNING MATERIALS

This class is primarily research and consulting based. There are extensive suggested readings associated with each Consulting Project. Because of the sheer volume of research required to effectively execute on this consulting assignment, there are no specific required readings. However, there are two optional readings suggested below.

Optional Readings

Students are encouraged to obtain the following two books. Although they will not be discussed in class, they are fantastic introductory texts to the subject.

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

***may be revised based on availability of guest speakers and panelists**

<i>Date</i>	<i>Start Time</i>	<i>Activity</i>
Class 1 Nov. 6	5:00 PM	Introduction and Course Overview
	6:30 PM	Cultural Awareness Training
	9:00 PM	Team Formation and Debrief
Class 2 Nov. 8	8:30 AM	Case Analysis Procedures
	10:00 AM	Group Work
	12:00 PM	Lunch
	1:00 PM	Guest: Phillip Lee, CEO of TSMLP
	3:00 PM	Group Work
	4:00 PM	Initial Presentations
Class 3 Nov. 15	5:00 PM	Debrief
	8:30 AM	Individual Presentations
	9:30 AM	Group Work
	12:00 PM	Break
	1:00 PM	Presentations to Expert Panel
	3:00 PM	Toolkit Development
	5:00 PM	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 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) <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.

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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.