

**COURSE INFORMATION**

<b>Course title:</b>	Indigenous Relations and Economic Development	<b>Credits:</b>	1.5
<b>Course code:</b>	BAEN 580A	<b>Class location:</b>	ANGU 435
<b>Session, term, period:</b>	2021W, Period 5	<b>Class times:</b>	Nov 5 (5-9:30PM), Nov 7 (8:30AM-5:30PM), Nov 21 (8:30AM-5:30PM)
<b>Section:</b>	001	<b>Pre-requisites:</b>	N/A
<b>Course duration:</b>	Nov 5, 7 & 21	<b>Co-requisites:</b>	N/A
<b>Program:</b>	MBA		

**INSTRUCTOR INFORMATION**

<b>Instructor:</b>	Justin G. Bull, Lecturer – Entrepreneurship and Innovation Group		
<b>Phone:</b>	(604) 822-8372	<b>Office location:</b>	Henry Angus Tower, HA664
<b>Email:</b>	justin.bull@sauder.ubc.ca	<b>Office hours:</b>	Book at <a href="http://www.calendly.com/jgbull">www.calendly.com/jgbull</a>

**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.
- Approaches that represent 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 leadership attributes and cultural grounding that can support successful and enduring economic partnerships with Indigenous communities.

**ASSESSMENT METHODS****50% - Group Project: The Contours of Economic Reconciliation**

In lieu of a final exam, students will complete a major group project. Each group will develop and host a dialogue with the class that outlines how economic reconciliation could unfold for a specific company. Groups will be asked to select a non-Indigenous company, conduct research, integrate course materials, and present a comprehensive vision. The session will involve an initial presentation (~15 minutes) followed by a semi-structured Q&A dialogue (~15 minutes) with the instructor and class. Students are encouraged to seek input, identify areas of uncertainty, and work with audience to evolve their vision of leadership and success.

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 a company, describe existing initiatives that represent effective engagement, and offer a strategic vision on how a firm could meaningfully contribute to economic reconciliation

**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. Your goal is not to “solve” the case, but identify key issues, describe potential path forwards, and also identify missing context or additional research that you think might be required. Some important details: not every

team member will need to present; each team will have ten minutes; there will be four case studies, with two teams presenting on each case.

**10% - Reflection Papers**

There will be two assignments requiring students to reflect on their learnings. The first assignment requires students to reflect on their positionality in the context of reconciliation in Canada. The second assignment will be after the end of Class 3. 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 & LISTENING**

Students are required to engage with one book before the beginning of this class. Students are encouraged to start reading “The Inconvenient Indian” and ideally finish the book before our first class. They should finish the book before the course is over (it is an engaging text that is easy to read). There is also an extensive interview with the author of the book (Thomas King) for those who are unable to make progress reading the book before the first class.

Book: King, Thomas (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.

Interview; King, Thomas (2012). *The Inconvenient Indian: A Curious Account of Native People in North America (CBC Radio Podcast)*. [Available here.](#)

Extensive supplementary readings will be made available on Canvas.

**CLASS SCHEDULE**

<b>Class 1</b> <b>Nov. 5</b>	5:00 PM	Introduction and Course Overview
	6:00 PM	Discussion: Positionality
	7:00PM	<b>Break</b>
	8:00PM	Discussion: Thomas King’s “The Inconvenient Indian”
	9:15PM	Team Formation and Case Study Assignments
<b>Class 2</b> <b>Nov. 7</b>	8:30 AM	Check-In
	9:00AM	Group Work on Case Study Assignments
	11:00 AM	Case Presentations
	12:30 PM	<b>Break</b>
	1:30 PM	Discussion: Identifying Cultural Boundaries
	2:30 PM	Discussion: Cultural Competence in Canada
	5:00 PM	Summary and Final Project Overview
<b>Class 3</b> <b>Nov. 21</b>	8:30 AM	Check-In
	9:00 AM	Group Work on Sector Strategies
	11:00 AM	Hosted Dialogue: Contours of Economic Reconciliation
	12:30 PM	<b>Break</b>
	1:30 PM	Hosted Dialogue: Contours of Economic Reconciliation
	5:00 PM	Final Thoughts: Nested Stories

### 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.