

BUS 741 G200: Business and Indigenous Communities

Semester: Summer 2020

Room: Canvas online

Course Description

This course has been designed with for MBA students who have little or no experience with Indigenous business environments. The course content covers global Indigenous worldviews, concepts of Indigenous wealth and value, and aspects of particular legal environments. Students will engage and apply their learning through the lens of entrepreneurship as one mechanism by which Indigenous notions of value are expressed in business environments. The course offers relational comprehension through content, transformative approaches and innovative models and research.

Objectives

The goal of the pedagogical approach in this course is to center Indigenous scholarship and perspectives and use Indigenous content materials to teach in a way that:

- 1) Engages Indigenous business and economic traditions from an internal perspective (Ruwhiu, 2012);
- 2) Effectively communicates the significance and complexity of the issues (Gaudry 2017);
- 3) Is anti-racist and anti-oppressive (Battiste 2013);
- 4) Is critical, reflexive and constructive (Friedland & Napoleon 2015);
- 5) Is attentive to gender and other forms of oppression (Altamirano-Jimenez 2011; Kuokkanen 2015);
- 6) Engages Indigenous communities without being overly reliant on Indigenous people to do work that non-Indigenous people can and should be doing (Gaudry 2017; Wildcat et al. 2017).

A number of scholars in business and economics, Indigenous and non-Indigenous, have already been taking up this challenge for years. We believe, it is time for all business leaders, managers and educators to join the task of “turning things around to make things right.”

By the end of this course it is expected that the student will be able to:

1. Demonstrate an understanding of the philosophy and application of Indigenous knowledge and worldviews;
2. Identify Indigenous frameworks of wealth and value that inform Indigenous approaches to business, entrepreneurship and economic development;
3. Develop the foundation for strategies and approaches to facilitate cultural, social, spiritual, environmental and economic development;
4. Apply an expanded vision of wealth and value to make a “value case” that aligns with a holistic view of Indigenous business environments.

Course Expectations

Weekly synchronous sessions: Thursdays 6-9pm Pacific Standard Time on BB Collaborate (plenary room)

Office hours: EMAIL is essential to schedule time (phone or videoconferencing meetings can be set up by request with 24 hours notice)

- Replies will be made within 24 hours
- Expect the quickest replies between Monday-Friday, 9am-5pm PST

Please be advised that Summer 2020 courses may be recorded and stored in canvas. Any comments either spoken or written in the chat will be stored so that students may have the ability to reference their lectures online as needed. The recordings can be accessed by individuals who have access to the course canvas page for the duration of the Summer term. It is the expectation of the University that such recordings remain confidential to the staff, faculty and students of the Beedie School of Business Graduate Programs and that the virtual classroom remains a safe space to share opinions and ideas without unauthorized dissemination. Decision to record is ultimately determined by the instructor.

Due to essential online components of this class, registered students are required to have a working web cam available for all classes and assessments. Students who are unable to use a webcam for the course after Session 2 (21 May 2020) may result in a failing grade for a course component or the course grade.

You can expect at least 10 hours of out-of-class work to prepare for in-class discussions. These out-of-class activities will include preparing readings and cases, reflective questions to share in class, and project planning.

Course Structure

This course will consist of a mixture of lectures, readings, quizzes, online discussion, case study discussion and analysis, small group exercises, a group assignment and final group presentation.

Book and Materials

Klemm Verbos, A., Henry, E., & Peredo, A. M. (Eds.). (2017). *Indigenous aspirations and rights: The case for responsible business and management*. London and New York: Routledge.

Spiller, C., & Wolfgramm, R. (2015). *Indigenous spiritualities at work: Transforming the spirit of business enterprise*. Charlotte, NC: IAP - Information Age Publishing.

Citations: Please use APA Citation, please see link for a tutorial. <https://www.lib.sfu.ca/help/cite-write/citation-style-guides/apa/apabusiness>

SFU library - Referencing Traditional Knowledge Keepers: <https://www.lib.sfu.ca/help/cite-write/citation-style-guides#new-citing-indigenous-elders-and-knowledge-keepers>

Learning and Assessments

Assessment summary

Individual	1-minute reflection in class	5%
	Canvas discussion board entry x 2	10%
	In-class quizzes x 2	20%
	Reflective essay: Integrating worldviews	25%
Group	Group written submission	25%
	Group oral presentation	15%
	Total	100%

Individuals present 1-minute reflections

Reflection is an important component of the learning experience. During the course, each individual will be responsible to provide one 60-second “elevator” summary (oral) of a key piece of knowledge that they and/or their small group learned or experienced from the preceding class, and why it held significance.

As an "in-class" presentation, in our online synchronous time together, you will get the floor for 60 seconds at the beginning of our session to share your reflections to aid in one another's processing and sense-making of the course material and to raise one or two key questions to discuss.

The scheduling of one-minute presentations will be managed in your small groups. There are five groups with six people per group. Each small group will need to organize their own schedule of presenters and decide amongst yourselves which individual(s) presents on Class One, Class Two, Class Three, Class Four, and Class Five. One week will necessarily have two presenters to account for six members. It's up to you to decide which week will have doubles.

Canvas discussion board entries

First entry complete by week 3, Second entry complete by week 6

One of the most challenging aspects of discussing Indigenous issues, especially in Canada, but not exclusively, is navigating highly charged opinions on particular topics. There are many factors to be attributed to the low quality of public discourse on Indigenous issues including: political leadership, stakeholders with vested interests, media biases, ignorance, racism, poor factual information available and gaps in historical information, to name a few. In Indigenous business environments, you will need to provide thoughtful, informed and generative contributions to public discourse, whether that's in the workplace, as a public figure, or as an engaged citizen.

For the first post, students will ask a generative question to their peers, and the second post will respond to a peers' post (between 150 to 300 words each). None of the discussion points will be revealed until after week three, and all entries will be anonymous. Examples of discussion points can be a question and provide a quick summary about how you came to that question. You might tell a story from your experience, and ask your classmates to reflect on it. It can be based on material that we have covered in the course or reflect on issues unfolding in present-day in the news. These posts

are intended to encourage students engage in critical thinking with the assigned materials. Each Discussion Board post will be worth 5 points (2.5 points for content, and 2.5 points for framing and language use).

- There are two graded Discussion Boards to complete throughout the course.
 - Discussion Board #1: Generative question to be completed by week 3.
 - Discussion Board #2: Critical response to be completed by week 6.

This is not an opportunity to get something off your chest that you've always wanted to say, but to challenge what you know, or thought you knew, and find the opportunity to learn from each other. It is also not a chance to engage in an argument with your peers, but to shift a conversation to new heights through the use of language and information. This is generative learning.

Quizzes x 2

Due: Weeks 3 & 5

You will have two quizzes to be completed in Weeks 3 and 5. The quiz will be available to complete on Canvas from:

- 1) Quiz #1: 12pm on Saturday, 23 May until 5:30pm on Thursday, May 28;
- 2) Quiz #2: 12pm on Saturday, 6 June until 5:30pm on Thursday, June 11.

Quizzes are to be completed **before** we commence class in weeks 3 and 5. The first quiz will cover week 1, 2, and 3 readings, and can include lectures and videos from week 1 and 2. The second quiz will cover weeks 4 and 5 readings. And can include lectures and videos from week 4.

Individual Written assignment: Reflective essay on Integrating Worldviews

Due: June 26, 2020 at 11:59 PM

Given the rapid pace of change in global business environments, relationships with Indigenous communities are becoming increasingly pertinent across a range of sectors and business environments. In this essay, you are expected to articulate your worldview and establish your positionality in terms of the sector that you come from or hope to be involved with as a career over the long term, who you are coming into this course, and the learning that you hope to gain from this course.

It is highly recommended that you think about consistently tracking your learning development and transformation by recording what you thought, what you felt and what you experienced in class after every class. This will form a basis for your essay. You might reflect on key concepts from the course and either discuss these issues on their own merit or explore them in the context of your own experience. You might also take your understanding of course material on Indigenous wealth and value concepts and relate those to your professional experience including how one may have been transformed as a result of the experiences and learnings throughout the course. Approaches to begin thinking might include:

- Reflect on, and summarize your understanding of worldview when you entered the course.
- Describe your sector;
- What is distinct or new to you about any Indigenous worldview or concept encountered in the course so far?
- How is this course impacting/affecting my way of feeling, thinking and doing business?
- How have I been changed or transformed, personally and professionally in learning about Indigenous values?
- How do you see wealth and value differently applied within your area of work?
- What are the most critical factors in defining wealth and value from Indigenous perspectives?

- My sector could adapt, change, or improve their understanding about Indigenous worldviews by...
- What I will do differently as a result of...

Length: 8 pages, double-spaced

Group Written assignment: “Value case” proposal**Due: June 26 at 11:59 PM**

Each group is responsible for creating a written “value case” (as opposed to a business case) for a community development project for an Indigenous community in Canada. In this course, you will have encountered different ways of seeing wealth and value. This assignment asks you to apply what you have learned and present a proposal that incorporates all five ways of measuring value: social, cultural, environmental, spiritual and economic. For example, the article “Wise Up: Creating organizational wisdom through an ethic of kaitiakitanga” covers them as “wellbeings”, and “Chapter 7, The Ayni principle: An Indigenous theory of value creation” discusses good living. The value case is a high level justification for the project to be turned into a fulsome business plan at a later date (that you will not be writing). Components of the value case proposal should include:

1. Worldview statement of the community; What is the community?
2. What does the community value? Do they provide a definition of wealth? How would you determine what wealth is based on their worldview?
3. What are you proposing as a community development project?
4. Describe key communities involved, including yours – are you a company, NGO, government body, consultant or community member?
5. How do you plan to build and maintain good relationships throughout the duration of the project?
6. Identify how the five value measures align with the worldview;
7. Identify two potential value risks of the project;
8. Analyze whether the risks are manageable in order to maintain reasonable balance among the set of five values.
9. Propose how you plan to address the potential risks to maintain good relationships in the long term.

Length: 15 pages including references

In completing course requirements for this assignment, students are NOT expected to conduct interviews or any form of primary data collection. This assignment can be completed with publicly available, secondary information. Please see **note below on primary data collection, ethics and research.

****The SFU Business librarians have kindly put together some resources for our course to help your research for the Value Case group assignment. There are two posts available here:**

Blog post 1: “Business and Indigenous Communities in BC”

<https://www.lib.sfu.ca/help/research-assistance/subject/business/buec-buzz/business-and-indigenous-communities>

Blog post 2: “Indigenous business books & ebooks”

<https://www.lib.sfu.ca/help/research-assistance/subject/business/buec-buzz/indigenous-business-books>

****Note on Primary data collection, ethics and research:**

Students are advised that any research with human subjects—including any interviewing (even with friends and family), opinion polling, or unobtrusive observation—must have the approval of the SFU

Research Ethics Board (REB), and is a lengthy process that can take months for approval. Any research involving human participants, including secondary data that is conducted by any Faculty, employee, **student of Simon Fraser University**, or Adjunct Faculty member of any Department, School, or non-Departmentalized Faculty of Simon Fraser University must be reviewed and approved by SFU REB before the research can begin. No intervention or interaction with human participants in research, including recruitment and collection of data, may begin until the research protocol, consent documents and recruitment materials have been reviewed and approved. More information here: <https://www.sfu.ca/research/resources/research-ethics/do-i-require-ethics-approval>

Final group presentation: Dragon's Den "Value case"**Due: June 18**

Each group will present their value proposal in Canvas during our weekly synchronous session in Week 6 to an Indigenous "Dragon's Den" style panel, made up of Indigenous business people and/or community members. The role of the judges is to provide insight from the people to whom your project may become a reality. The panel will give a score out of 10 to each team, provide feedback, ask thoughtful questions, and may make hypothetical offers to support the project (no actual investments or business offers are made). They are asked to feedback on the alignment of the proposal to their understandings of the worldview to the given community. The judges' scoring will not be used officially for grading purposes, but may be considered during evaluation and rubric scoring.

Because we are in unusual times, online evaluation is challenging. To ensure that evaluation is fair, your team is to submit a powerpoint slide deck with presentation 'notes' attached to each slide **by 4pm on Thursday, June 18 (Session 6)**.

In order to submit the powerpoint with notes, follow these instructions in Microsoft Powerpoint:

Click File → Print → Ensure that Layout settings select "Notes" & one slide per page → bottom left select "PDF" → Save as PDF → file name "BUS 741 - Group Number". Submit to Canvas.

Visuals are welcome but always ensure you provide appropriate references to sources on slides and in your proposal. You can include any component of the proposal in the presentation, but suggest that you won't have time to include all components so be selective in your pitch. All group members must present together. Presentations will be timed and have a maximum of **eight minutes** before the panel, followed by **four** minutes of questions and answers.

Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

Please ensure that citations are in full APA (or other popular citation style), in order to ensure that the correct version of cases and articles are obtained for your course, and that copyright law is met.

Session 1 – Introduction to Indigenous Business Environments (Thursday, May 14, 2020)

Reading 1. Verbos, A. K., Henry, E., & Peredo, A. M. (2017). Business's effects on Indigenous aspirations and rights: An introduction. In *For Responsibility in Management Education*. Indigenous aspirations and rights: The case for responsible business and management (pp. 1–9). London and New York: Routledge.

Reading 2. Hēnare, M. (2015). Tapu, mana, mauri, hau, wairua: A Māori philosophy of vitalism and Listecosmos. In C. Spiller & R. Wolfgramm (Eds.), *Indigenous spiritualities at work: Transforming the spirit of enterprise* (pp. 77–98). Charlotte, NC: Information Age Publishing Inc.

Session 2 - Indigenous Worldviews (Thursday, May 21, 2020)

Reading 1: Huambachano, M. (2015). The Ayni principle: An Indigenous theory of value creation. In Chellie Spiller & R. Wolfgramm (Eds.), *Indigenous spiritualities at work: Transforming the spirit of enterprise* (pp. 99–115). Charlotte, NC: Information Age Publishing.

Reading 2: Spiller, Chellie, Pio, E., Erakovic, L., & Henare, M. (2011). Wise Up: Creating Organizational Wisdom Through an Ethic of Kaitiakitanga. *Journal of Business Ethics*, 104(2), 223–235. <https://doi.org/10.1007/s10551-011-0905-y> (Canvas).

Session 3 – Approaches to Indigenous Economic Development (Thursday, May 28, 2020)

Reading 1: Cornell, S & Kalt, J. (2007). Two approaches to the development of Native nations: One works, the other doesn't. In M. Jorgenson (Ed.), *Rebuilding Native Nations: Strategies for governance and development*. (pp. 3-33). Tucson: University of Arizona Press.

Reading 2: *Case Study:* Verbos, A. K. (2017). Chapter 6: Indigenous human rights perils as an ongoing challenge. In *For Responsibility in Management Education. Indigenous aspirations and rights: The case for responsible business and management*. (pp. 76-87) London and New York: Routledge.

Session 4 – Indigenous Enterprise and Entrepreneurship (Thursday, June 4, 2020)

Reading 2. Nicholson, A., Spiller, C., & Pio, E. (2019). Ambicultural governance: Harmonizing Indigenous and western approaches. *Journal of Management Inquiry*, 28(1), 31–47. <https://doi.org/10.1177/1056492617707052> (Canvas)

Reading 3. *Case Study:* Spiller, C, & Nicholson, A. (2017). *Wakatu Incorporation: Balancing kaitiaki stewardship and commerce*. Retrieved from <http://sk.sagepub.com/cases/wakatu-incorporation-balancing-kaitiaki-stewardship-and-commerce> (Canvas)

Session 5 – Global Indigenous Business Environments (Thursday, June 11, 2020)

Reading 1: *Case Study:* Sayers, J., & Peredo, A. M. (2017). Chapter 12: Hupacaseth First Nation: Roadmap to a sustainable economy. In *For Responsibility in Management Education. Indigenous aspirations and rights: The case for responsible business and management*. (pp. 156-168) London and New York: Routledge.

Reading 2. Henry, E., Peredo, A. M., & Verbos, A. K. (2017). Conclusion: Making the case for responsible business and management. In *For Responsibility in Management Education. Indigenous aspirations and rights: The case for responsible business and management* (pp. 169-177). London and New York: Routledge.

Session 6 – Value Case Presentations (Thursday, June 18, 2020)

No readings.

Academic Integrity

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own);
- Submitting the same work more than once without prior approval;
- Translating a work from one language to another without complete and proper citation;
- Cheating;
- Impersonation (having someone else write your exam);
- Submitting false records or information (forged medical notes);
- Stealing or destroying the work of another student;
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations;
- Falsifying material that is subject to academic evaluation;
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty.

You are expected to post comments and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. **In this course, your essays and group written assignments will be submitted through Turnitin.** If you are struggling to complete your assignment, please see your instructor or the program office for additional assistance. Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information, you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/students/academicintegrity.html>. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

About the Course Instructor

References

- Altamirano-Jiménez, Isabel. "Settler-Colonialism, Human Rights, and Indigenous Women." *Prairie Forum* 36 (2011): 105-125.
- Battiste, Marie Ann. (2013). *Decolonizing Education: Nourishing the Learning Spirit*. Saskatoon: Purich Publishing.
- Gaudry, Adam. (2017). "An Interview with Dr. Adam Gaudry."
- Friedland, Hadley and Val Napoleon. "Gathering the threads: developing a methodology for researching and rebuilding Indigenous legal traditions." *Lakehead Law Journal* 1, no. 1 (2015): 16-44.
- Kuokkanen, Rauna. (2007). *Reshaping the University: Responsibility, Indigenous Epistemes, and the Logic of the Gift*. Vancouver: UBC Press.
- Ruwhiu, D. (2012). Colour by numbers? Introducing the Indigenous worldview into business school curriculum. *Raumati*, 11(1), 11–20.
- Smith, L. T., Tuck, E., & Yang, W. (Eds.). (2019). *Indigenous and decolonizing studies in education: Mapping the long view*. Routledge.
- Truth and Reconciliation Commission of Canada (TRC). (2015). "Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada."
- Wildcat et al. (2017). "An Argument for Indigenous Content Requirements: How Indigenous Content Requirements Can Help Uproot Canada's Colonial Identity and How They'll Help us Build a Stronger Future." <https://ualbertaicr.wordpress.com/student-commentary-on-icrs/>