



GBUS 851AA-001 INDIGENOUS BUSINESS LEADERSHIP WINTER 2026

INSTRUCTOR DETAILS:

Name: [REDACTED]

Office Location: Online

Phone: [REDACTED]

Office Hours: [REDACTED]

Email: [REDACTED]

CLASS DETAILS:

Class Dates: Wednesdays 07-JAN-2026 to 08-APR-2026

Class Times: 1900 – 2145 (CST)

Class Location: TBA and online

COURSE DESCRIPTION

This course explores Indigenous business, governance, leadership, and economic development through both the historical foundations and contemporary Indigenous worldviews. Students examine pre-contact economies, treaties, colonial policy, Indigenous governance systems, Indigenous law, taxation, entrepreneurship, and Nation-led development.

Grounded in reconciliation and reconciliACTION, the course emphasizes building respectful relationships with Indigenous Nations and understanding the lived realities, histories, and sovereignty of First Nations, Metis, and Inuit peoples. Using both *Indigenous Business in Canada* and *Indigenous Relations Insights, Tips & Suggestions*, students develop awareness of how Indigenous and Western worldviews shape leadership, decision-making, and economic development.

As an Indigenous-led course the teachings centre around storytelling, relational accountability, and lived experience to support deep understanding of how history continues to inform Indigenous business and leadership today. The learning emphasizes balance – mental, emotional, physical and spiritual – as essential to leadership practice and community well-being.

This course provides foundational learning, grounded in Indigenous ways of knowing that supports positive change in how business, leadership, and organizational responsibility are understood and practiced.

LEARNING OBJECTIVES / OUTCOMES



Students will:

1. Analyze leadership as responsibility within Indigenous business, governance and organizational contexts.
2. Examine Indigenous leadership behaviour and motivations in relation to community well-being, governance and relational accountability.
3. Interpret the role of culture, ethics, and diversity in leadership and organizational decision-making.
4. Explain Indigenous rights, civic activism and their relevance to Indigenous leadership, non-indigenous leaders, and organizations.
5. Assess historical and contemporary Indigenous governance structures and their influence on leadership and economic development.
6. Discuss Indigenous economic development, including challenges, strengths and examples of Nation-led success.
7. Analyze how historical policy, law, and governance continue to shape Indigenous leadership and business realities today.
8. Identify and reflect on examples of authentic Indigenous leadership across sectors and contexts.
9. Evaluate how power, politics, negotiation, and relationship building influence leadership and organizational outcomes.

COURSE EXPECTATIONS

This course includes a combination of lectures, seminar-style discussions, case analysis, videos and occasional guest speakers. Learning in this course is relational and discussion-based; therefore, regular attendance in class and active participation are expected.

Students are expected to prepare for each class by completing assigned readings and engaging with course materials in advance. Preparedness allows students to participate meaningfully in class discussions and activities. Expectations for individual assignments and participation are outlined in the relevant sections of this syllabus.

Class Delivery: This course will be delivered in a **Hyflex format**. Allowing students to participate either in person or online, as outlined by the University of Regina. Students are expected to engage fully in whichever mode they choose.

Class Attendance Regular and punctual attendance supports academic success and is expected of all students. Because this course emphasizes discussion, dialogue, and sharing learning, consistent participation is important to both individual learning and learning environment of the class.

UR Courses UR Courses will be used extensively for course communication and administration, including:

- class announcements
- lecture slides and supplementary materials



- assignment submission
- access to grade and feedback.

Students are expected to check UR Courses regularly and ensure they are familiar with the platform.

COURSE MATERIALS

Required Readings

- Textbooks**
1. Brown, K., Doucette, M.B., Tulk, J.E. (2017) **"Indigenous Business in Canada: Principles and Practices."** *Nimbus Publishing*. Link for textbook (free online) using *uregina.ca* username and password: <https://ebookcentral-proquest-com.libproxy.uregina.ca/lib/uregina/detail.action?docID=4814053&pq-origsite=primo>
 2. Joseph, B (2019) **"Indigenous Relations: Insights, Tips & Suggestions to Make Reconciliation a Reality"** *Indigenous Relations Press/Page Two Books*. ISBN 978-1-989025-64-2 (paperback) and ISBN 978-1-989025-81-9 (e-book)

This course uses two core texts for intentional reasons. *Indigenous Business in Canada* introduces the structure, systems, and policy contexts that shape Indigenous economies. *Indigenous Relations* offers guidance on leadership conduct, relational responsibility, and ethical practice. One teaches **how Indigenous business systems work**; the other teaches **how to lead within them**. Together, they prepare you for real-world Indigenous leadership not just academic knowledge. Students may use alternative formats of the texts, including e-book, rentals, older editions.

3. **Indian Act (1985)**. *Government of Canada*. Retrieved from: [I-5.pdf](#)
Required Sections:
 - Section 2 – Definitions
 - Sections 6 & 7 – Status Rules
 - Section 18(1) – Land held for the use and benefit of the land
 - Section 74 – 80 – Band Council governance system
 - Section 87 – Tax exemption
 - Section 90 – Property deemed situated on a reserve
 - Section 88 – Provincial laws of general application

Required Articles These articles will enhance the learning from the textbook and assist in understanding the topic and commencing critical thinking. The links will be



attached to the file via URCourses; a PDF version will be on URCourses when it is available from resources. Please reach out as needed if there are issues accessing the files.

1. Reid, Jennifer (2010) **The Doctrine of Discovery and Canadian Law**
The Canadian Journal of Native Studies; 2010; 30, 2; ProQuest pg. 335.
2. Starblanket, Gina. (2019) **The Numbered Treaties and the Politics of Incoherency**. *Canadian Journal of Political Science*, 52, 443–459
doi:10.1017/S0008423919000027.
3. Nickel, Sarah (2019) **Reconsidering 1969: The White Paper and the Making of the Modern Indigenous Rights Movement**. *The Canadian Historical Review*, Volume 100, Issue 2, June 2019, pp. 223-238
(Article) Published by University of Toronto Press.
4. **Truth and Reconciliation Commission of Canada: Calls to Action**.
(2015). *National Truth and Reconciliation website*. Retrieved from:
https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

Recommended /Supplemental Text Cornell, S., & Kalt, J. P. (Eds.). (2007). *Rebuilding Native Nations: Strategies for Governance and Development*. University of Arizona Press.

Optional /Supplemental Additional Readings Additional articles, policy documents, and recommended resources are provided in URCourses within each lecture module. These readings are optional unless otherwise indicated and are included to support deeper understanding and final paper research.

COURSE ASSESSMENT SUMMARY

The evaluation for this course will include the following components:

Evaluation Components	Evaluation Type	Weight
Assignments	Individual	25%
Team Presentation	Team	30%
Term Paper & Proposal	Individual	35%
Participation	Individual	10%
Total		100%



For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

DESCRIPTION OF ASSESSMENT

Short Written Reflections

25%

Throughout the term, students will complete a series of short written reflections tied to specific topics in the course. These reflections are intended to support critical engagement with course readings, lectures, and class discussions.

Reflections will invite students to consider how course materials connect to their own thinking, understanding, and learning, including whether and how particular topics challenge, deepen, or reshape their perspectives. Reflection prompts and expectations will be provided for each submission.

Details regarding format, length, and due dates will be provided in advance through URCourses. All submissions will be completed electronically.

Team Presentation (20%) and Facilitated Discussion (10%)

30%

Working in teams, students prepare a 30-minute presentation connected to a topic addressed in the course, followed by a 15-minute facilitated class discussion. Presentations are scheduled to align with the week in which the topic is introduced by the instructor.

The purpose of this assignment is not to replicate lecture content, but to explore course themes through applied examples related to Indigenous Peoples in Canada, which may include businesses, organizations, communities, initiatives, or individuals. Topics must be selected in consultation with and approved by the instructor.

Additional details regarding presentation format, discussion, facilitation and evaluation criteria will be provided via URCourses early in the term.

Term Paper (32%) Proposal (3%)

35%

Final term papers provide students with the opportunity to engage in a deeper analysis of a theme or issue connected to Indigenous leadership, governance, business, or organizational practice, as explored throughout the course.

Students will submit a short proposal outlining their topic and approach prior to



completing the final paper. The final paper will require students to demonstrate critical thinking, integration of course materials, and thoughtful analysis beyond summary.

Specific expectations, guidelines, and evaluation criteria will be made available through URCourses.

Proposal Due date: Wednesday, March 18, 2026, at 23:59 (11:59 PM) CST

Due date: Sunday, April 19, 2026, at 23:59 (11:59 PM) CST

All submissions via URCourses.

Participation

10%

Students are expected to display leadership qualities through active participation, being prepared for class and participating. Participation will be assessed through attendance, participation in lecture sessions, in-class discussion, weekly discussion questions and group work.

There will be a weekly discussion question posted to URCourses, students are invited to participate and share thoughts/ideas on the topic at hand.

Contribution marks will be allocated in the following manner:

Exceeds Expectations

9-10 Students in this category provide Leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

Meets Expectations

7-8 Students show an active interest in in-class activities and participate actively in classroom discussions; regularly make insightful comments that help others understand the course material; act as positive group role models.

Does Not Meet Expectations

4 – 6 Students attend class regularly but only occasionally contribute to the classroom experience.

< 4 Students fail to contribute in any of these ways.

ACADEMIC REGULATIONS

All late in-semester assignments will be deducted 10% per day after the submission date. For the final essay/term paper, all extensions will be considered a request for a deferred



exam and will have to be signed by the instructor and final approved comes from the Faculty of Graduate Studies and Research.

Request for Deferred Submission of Work. Requests for deferred assignments / exams for assessment to be handed in during the semester (not final exams / assignments) are at the discretion of the instructor.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

ACADEMIC INTEGRITY

Generative AI tools may be used in the preliminary stages of assignment creation, however, students must ensure that final drafts of all assignments are revised to represent their own comprehension and efforts.

STUDENT RESOURCES

UR Accommodated – Centre for Student Accessibility

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at <https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>



Student Mental Health

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing is an important component of student success. As such, counselling services strives to support students through responsive, skills-based and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

Writing Assistance

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

FACULTY BIOGRAPHY

██████████ is a Nêhiyaw Iskwêw (Cree Woman) with Treaty Status from Treaty 4 Territory and a registered band member of Piapot Cree Nation (under the Indian Act) in Saskatchewan, Canada. ██████████ has spent a lifetime learning, and her academic background is in philosophy, education, business, and Indigenous ways of knowing. She has an undergraduate degree in Business Administration (2012) from the Paul J. Hill School of Business at the University of Regina and a graduate degree in Master of Business Administration (2021) from the Beedie School of Business at Simon Fraser University. In addition, she is a Ph.D. Candidate in the Civil Engineering program at UBC Okanagan and is in her fifth year of study.

For the past 25+ years, ██████████ has worked in education, facilitation, government, and non-profit within the community. She is an academic, educator, facilitator, advocate, civil rights activist, and knowledge keeper. As a lifelong learner, ██████████ has several other pieces of training and certificates among her postsecondary degrees. Her consulting company, Asiniy-Piyewiw & Associates Inc., focuses on assisting the Indigenous community to live a healthier lifestyle by offering healing and professional development workshops. Her business also offers workshops and education to the non-Indigenous community on Indigenous life and current events and is always looking for ways of improving life for the Indigenous people. She has spent the last ten years combining contemporary and traditional knowledge to enhance education.

Currently, ██████████ is an Assistant Professor at Athabasca University as well as Visiting Professor for the University of Regina and Simon Fraser University. She also does freelance contract work. Her overall goal is to assist Indigenous peoples in gaining a balance in their personal and professional lives while educating the non-indigenous community on how to work successfully and respectfully with Indigenous people.

**CLASS SCHEDULE** (e.g., date, topics, reading required, etc.)

Date	Lecture	Topic	Readings Books: I. Brown II. Joseph
07-JAN-2026	1	I. Introduction and Pre-contact Economies II. Definitions	I. Chapter 1 II. Ch 1
14-JAN-2026	2	I. Treaties & Land Claims in Canada II. Nation-to-Nation, Treaties & Self-government	I. Chapter 13 II. Ch 6
21-JAN-2026	3	I. IRS, RRCAP, TRC II. Working with Communities	I. Chapter 14 II. Ch 5
28-JAN-2026	4	I. Land and Indigenous Business Development in Canada II. Diversity & Soft Intro RESPECT	I. Chapter 2 II. Ch 2 & Ch 8
04-FEB-2026	5	I. Leadership & Management II. Indigenous Identity and Governance & Full intro RESPECT	I. Chapter 3 II. Introduction & Ch 3 & Ch 8
Team Presentations Begin Next class			
11-FEB-2026	6	I. Entrepreneurship II. Circle of Understanding	I. Chapter 4 II. Ch 4
18-FEB-2026		Winter Break – no class	
25-FEB-2026	7	I. Strategic Alliances, Partnership, Joint Ventures II. Deep dive into RESPECT	I. Chapter 5 II. Ch 8
04-MAR-2026	8	I. Governance, Law, Policy, and Indigenous Law II. Myth VS Reality – Indian Act	I. Chapter 6 II. Ch 7
11-MAR-2026	9	I. An Introduction to Taxation	I. Chapter 7
18-MAR-2026		NO CLASS	
25-MAR-2026	10	I. Finance, Banking & Demographics	I. Chapters 8 & 9
01-APR-2026	11	I. Marketing in Indigenous Contexts	I. Chapter 10
08-APR-2026	12	I. Overcoming Barriers to Entry in the Commercial Fishery & Aboriginal Communities and Mining II. The personal side to reconciliation	I. Chapters 11 & 12 II. Ch 9
19-APR-2026	Term Paper Due		
Important Notice: This schedule is subject to change. Students will be provided with as much notice as possible.			