

## **GBUS 851AA-001 INDIGENOUS BUSINESS LEADERSHIP**

**WINTER 2024**

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### **INSTRUCTOR DETAILS:**

Name: [REDACTED]  
Phone: [REDACTED]  
Email: [REDACTED]

Office Location:  
Office Hours: Monday 8:30 AM – 12:30 PM

### **CLASS DETAILS:**

Class Dates: Wednesdays 08-JAN-2024 to 12-APR-2024  
Class Times: 1900 – 2145 (CST)  
Class Location: [REDACTED]

### **COURSE DESCRIPTION**

This course considers historical and contemporary topics relating to Indigenous Business Leadership relevant to both Indigenous and non-Indigenous leaders and organizations. A broad range of topics, issues, and contexts may be considered, such as Indigenous leadership styles, issues, and responsibilities, Indigenous rights, governance, economic development, civic activism, and decolonization. The overall learning is about authentic Indigenous Leadership and uses critical thinking in the topics covered to enhance learning. Identified in the learning will focus on how to apply the knowledge to leadership skills. You will be encouraged to apply your interpretations of the learning to the culture, knowledge, and beliefs. There will be a focus on balance – mental, emotional, physical, and spiritual.

### **LEARNING OBJECTIVES / OUTCOMES**

Students will:

1. Analyze who is a leader and what skills leaders need.
2. Assess leadership behaviour and motivation.
3. Interpret Leadership of culture, ethics, and diversity.
4. Discuss Indigenous rights, civic activism and its relevance to Indigenous Leadership, non-Indigenous leaders, and organizations.
5. Review current and past Indigenous governance structures and history.
6. Discuss economic development, challenges, and successes.
7. Evaluate the relevance of decolonization and its potential effects moving forward.
8. Discussion of Authentic Indigenous Leaders
9. Conclude how power, politics, networking, and negotiation influence people.

### **COURSE EXPECTATIONS**

This course will entail a combination of lectures, seminar discussions, case discussion, videos and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. **Students are expected to prepare in advance for class and be able to participate in class**

**discussions on articles, etc.** It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.

**Class Delivery** This class will be delivered in a hyflex format.  
**Class** Regular and punctual attendance at classes provides a foundation for academic  
**Attendance** success, and is expected of all students  
**UR** UR Courses will be used extensively for [accessing class announcements, lecture slides  
**Courses** supplementary materials, electronic submission of assignments, and posting of grades].  
 Please become familiar with the platform and ensure you are checking UR Courses  
 multiple times per week.

## COURSE MATERIALS

**Textbook** 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>

It is okay to use alternative versions of the textbook, including e-book, rentals, older editions.

**Other Resources** 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; for some of them, you will be expected to use your *uregina.ca* username and password to access the files to retrieve the online resource. As well, a PDF version will be on URCourses when it is available from resources. Please reach out as needed if issues are accessing the files. *Articles may be added throughout the semester.*

### Articles

Reid, Jennifer (2010) The Doctrine of Discovery and Canadian Law  
*The Canadian Journal of Native Studies*; 2010; 30, 2; ProQuest pg. 335. Retrieved from:  
<https://www.proquest.com/docview/1009079324?accountid=13480&parentSessionId=uFSRdUM1Skxb4YOjY8P473kGsFMgwy8v2NG3yZLOqPo=&pq-origsite=primo>

Starblanket, Gina. (2019) The Numbered Treaties and the Politics of Incoherency.  
*Canadian Journal of Political Science*, 52, 443–459 doi:10.1017/S0008423919000027.  
 Retrieved from: [https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\\_cdi\\_cambridge\\_journals\\_10\\_1017\\_S0008423919000027&context=PC&vid=01CASLS\\_REGINA&lang=en\\_US&search\\_scope=default\\_scope&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,the numbered treaties and the politics of incoherency&offset=0](https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_cambridge_journals_10_1017_S0008423919000027&context=PC&vid=01CASLS_REGINA&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,the%20numbered%20treaties%20and%20the%20politics%20of%20incoherency&offset=0)

Weir, Lorraine. (2013) “Time Immemorial” and Indigenous Rights: A Genealogy and Three Case Studies (*Calder, Van der Peet, Tsilhqot’in*) from British Columbia. *Journal of Historical Sociology* Vol. 26 No. 3 September 2013 DOI: 10.1111/johs.12028. Retrieved from: [https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\\_cdi\\_gale\\_infotracacademiconefile\\_A350130633&context=](https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_gale_infotracacademiconefile_A350130633&context=)

PC&vid=01CASLS\_REGINA&lang=en\_US&search\_scope=default\_scope&adaptor=primo\_central\_multiple\_fe&tab=default\_tab&query=any,contains,time immemorial and indigenous rights: a genealogical and three case studies&offset=0

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](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)

Jung, Courtney (2019) The First Nations Land Management Act: Twenty Years of Reconciliation, *American Review of Canadian Studies*, 49:2, 247-261, DOI:

10.1080/02722011.2019.1617936. Retrieved from: [https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_02722011\\_2019\\_1617936&context=PC&vid=01CASLS\\_REGINA&lang=en\\_US&search\\_scope=default\\_scope&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,first nations land management act: twenty years of reconciliation](https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1080_02722011_2019_1617936&context=PC&vid=01CASLS_REGINA&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,first nations land management act: twenty years of reconciliation)

Indian Act (1985). *Government of Canada*. Retrieved from:

<https://laws-lois.justice.gc.ca/PDF/I-5.pdf>

Indian Band Elections Regulations. *Government of Canada*. Retrieved from:

[https://urcourses.uregina.ca/pluginfile.php/3008639/mod\\_resource/content/1/Band Election Regulations C.R.C.,\\_c.\\_952.pdf](https://urcourses.uregina.ca/pluginfile.php/3008639/mod_resource/content/1/Band_Election_Regulations_C.R.C.,_c._952.pdf)

First Nations Election Act. *Government of Canada*. Retrieved from:

<https://laws-lois.justice.gc.ca/eng/acts/F-11.65/page-1.html>

Lutes, Abram. (2019) “Band by Band”: Russel Diabo on efforts to ‘terminate’ Indigenous Rights. *NB Media Co-op*. Retrieved from: <https://nbmediacoop.org/2019/07/26/band-by-band-russell-diabo-on-efforts-to-terminate-indigenous-rights/>

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.

Retrieved from: [https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\\_cdi\\_proquest\\_journals\\_2265724262&context=PC&vid=01CASLS\\_REGINA&lang=en\\_US&search\\_scope=default\\_scope&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,Reconsidering 1969: The White Paper and the Making of the Modern Indigenous Rights Movement.&mode=Basic](https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_journals_2265724262&context=PC&vid=01CASLS_REGINA&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,Reconsidering 1969: The White Paper and the Making of the Modern Indigenous Rights Movement.&mode=Basic)

Morris, Amanda (2014). Twenty-First-Century Debt Collectors: Idle No More Combats a Five-Hundred-Year-Old Debt. *WSQ: Women's Studies Quarterly* 42: 1 & 2. Retrieved from:

[https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\\_cdi\\_proquest\\_miscellaneous\\_1622295332&context=PC&vid=01CASLS\\_REGINA&lang=en\\_US&search\\_scope=default\\_scope&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,Twenty-First-Century Debt Collectors: Idle No More Combats a Five-Hundred-Year-Old Debt&offset=0](https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_miscellaneous_1622295332&context=PC&vid=01CASLS_REGINA&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,Twenty-First-Century Debt Collectors: Idle No More Combats a Five-Hundred-Year-Old Debt&offset=0)

Julie Tomiak (2016) Navigating the contradictions of the shadow state: the Assembly of First Nations, state funding, and scales of Indigenous resistance. *Studies in Political Economy*, 97:3, 217-233, DOI: 10.1080/07078552.2016.1249130. Retrieved from: [https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_07078552\\_2016\\_1249130&context=PC&vid=01CASLS\\_REGINA&lang=en\\_US&search\\_scope=default\\_scope&adaptor=primo\\_central\\_multiple\\_fe&tab=default\\_tab&query=any,contains,Navigating the contradictions of the shadow state: the Assembly of First Nations, state funding, and scales of Indigenous resistance](https://casls-primo-prod.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1080_07078552_2016_1249130&context=PC&vid=01CASLS_REGINA&lang=en_US&search_scope=default_scope&adaptor=primo_central_multiple_fe&tab=default_tab&query=any,contains,Navigating%20the%20contradictions%20of%20the%20shadow%20state%3A%20the%20Assembly%20of%20First%20Nations%2C%20state%20funding%2C%20and%20scales%20of%20Indigenous%20resistance)

Simmons, Matt (2021). How the Blueberry ruling in B.C. is a gamechanger for the Site C dam, extractive industries and Indigenous Rights. *The Narwhal*. Retrieved from: <https://thenarwhal.ca/blueberry-river-explainer-indigenous-rights-and-indigenous-rights/>

Hill, Mikayla; Burse, David; Munro, Shawn; Buchinski, Marie and Singh, Sharon (2021). Blueberry River First Nation and the Government of British Columbia Reach Historic Interim Agreement. *Bennet Jones 100*. Retrieved from: <https://www.bennettjones.com/Blogs-Section/Blueberry-River-First-Nation-and-the-Government-of-British-Columbia-Reach-Historic-Interim-Agreement>

B.C., Blueberry River First Nations reach agreement on existing permits, restoration funding (2021). *Government of British Columbia – BC Gov News*. Retrieved from: <https://news.gov.bc.ca/releases/2021IRR0063-001940>

Cornell, S. (2015). “Wolves Have A Constitution:” Continuities in Indigenous Self-Government. *The International Indigenous Policy Journal*, 6(1). Retrieved from: <https://ojs.lib.uwo.ca/index.php/iipj/article/view/7454/6098>

Tax Court of Canada Act (1985). *Government of Canada*. Retrieved from: <https://laws-lois.justice.gc.ca/eng/acts/t-2/page-1.html>

Ottman, Jacqueline (2005). First Nations Leadership Development: Perceptions of Saskatchewan First Nations Leadership. *Dissertation presented to the College of Education, University of Saskatchewan*. Retrieved from: <https://harvest.usask.ca/handle/10388/etd-04262005-094217>

Larose, Stephen (2000). PST imposed: court fight looms. *Saskatchewan Sage* Volume 4 Issue 7 via Ammsa.com. Retrieved from: <https://www.ammsa.com/publications/saskatchewan-sage/pst-imposed-court-fight-loom>

Financial Administration Act (1985). *Government of Canada*. Retrieved from: <https://laws-lois.justice.gc.ca/eng/acts/f-11/page-1.html>

First Nations Fiscal Management Act (2005). *Government of Canada*. Retrieved from: <https://laws-lois.justice.gc.ca/eng/acts/F-11.67/page-1.html>

Harris, Brittany (2013) Q & A with a Totem Pole Carver. *Canadian Geographic*. Retrieved from: <https://canadiangeographic.ca/articles/qa-with-a-totem-pole-carver/>

Bennett, Neslon (2022). Tahltan First Nation shows its mining mettle. *BIV Resources & Agriculture*. Retrieved from: <https://biv.com/article/2022/03/tahltan-first-nation-shows-its-mining-mettle>

**Videos:**

Wet'suwet'en: A Nation Divided (via YouTube)  
<https://www.youtube.com/watch?v=kRL0tVYn2wo>

The push to build a \$100B Indigenous economy (via YouTube)  
<https://www.youtube.com/watch?v=98xwMYT2GXA>

Full Interview: John Borrows. University of Victoria. (via YouTube)  
<https://www.youtube.com/watch?v=sNuityiUXV0>

The Gwaii Haanas Legacy Pole. Parks Canada (via YouTube)  
<https://www.youtube.com/watch?v=vT4Yc9ask58>

**Websites:**

Report of the Royal Commission on Aboriginal Peoples. (1996) *Government of Canada website*:  
<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

National Centre for Truth and Reconciliation website: <https://nctr.ca/records/reports/> - trc-reports

**COURSE ASSESSMENT SUMMARY**

The evaluation for this course will include the following components:

<b>Evaluation Components</b>	<b>Evaluation Type</b>	<b>Weight</b>
Assignments	Individual	25%
Team Presentation	Team	30%
Term Paper	Individual	35%
Participation	Individual	10%
<b>Total</b>		<b>100%</b>

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

## DESCRIPTION OF ASSESSMENT

### *Assignments*

**25%**

Throughout the term, students will submit a total of **five assignments**, each worth 5%, tied to specific topics within the course.

What will be required is a **500 - 1000**-word reflection paper (double-spaced) on each part/section that is covered in the class. This reflection is your thoughts or considerations on the topic from the textbook, lectures and discussion in class. Has it changed your thinking in any way, if so, how? What stood out most to you about this topic? Each assignment will have the chapters identified for the topics of reflection. These are your thoughts, there does not need to be references attached. Reflect openly and honestly. Each assignment is worth a 5% overall mark.

Due dates will be at various times throughout the semester, submitted via URCourses. Details will be available as assigned.

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

**30%**

Working in teams, students prepare a 30-minute presentation, followed by a 15-minute facilitated discussion. Discussion topics must raise societal issues that are pertinent to related topics in the class for the week to be presented. Topics must be selected and pre-approved by the instructor; details will be available by the second week of class.

45 Minute Team Presentation - The topic will be related to Indigenous People (to Canada - First Nation, Metis, Inuit) can be a business, venture, entrepreneur, First Nation/Band, individual, government, non-profit, for-profit on a topic covered in class. Presentation will fall within the same week the topic is lectured.

Remember, you are not educating everyone on the topic itself, that will be the instructors' role in the lecture. You will be sharing information about one of the topics covered in class in relation to the Indigenous People of Canada and their experiences/challenges/successes.

Requirements:

- PowerPoint Presentation (30 Minutes) - everyone in the group is expected to present - worth a 20% overall mark.
- Discussion Period: Question & Answer (15 Minutes) - worth a 10% overall mark - interactive, meaning you are to prompt the discussion whether through asking a question of the group or having interactive activity that gets the group involved and the discussion happening.

### *Term Paper*

**35%**

Final term papers provide students with the opportunity to deeply explore an idea or theme related to those explored throughout the course concerning authentic Indigenous Leadership. Students will be expected to go beyond simply summarizing the literature and must express an understanding their chosen topic by either critiquing published work or making new connections between different works.

Students will initially submit a short proposal for their term paper that will include their chosen idea or theme, as well as the synopsis of their final paper.

Details will be made available via URCourses.

**Due date: Wednesday, April 17, 2024, at 23:59 (11:59 PM) CST, submit 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/gradstudies/forms.html>

## **STUDENT RESOURCES**

### **Accessibility Services**

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course <https://www.uregina.ca/student/accessibility/>. The Centre will advise how you proceed and the required communication with your instructor.

### **Counseling Services**

If any learner is experiencing personal problems which may be affecting their studies, please consider consulting UofR Consulting Services. For more information check here <https://www.uregina.ca/student/counselling/services/index.html>

### **Writing Assistance**

The Student Success Centre ([www.uregina.ca/ssc](http://www.uregina.ca/ssc)) offers both on-line resources and in- person tutoring on writing skills.

## **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. student in the Civil Engineering program at UBC Okanagan and is in her third 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.

██████████ as well as Sessional Instructor 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

Date	Class	Topic	Reading	Deadlines
10-JAN-2024	1	Introduction and Pre-contact Economies	Chapter 1	
17-JAN-2024	2	Treaties & Land Claims in Canada	Chapter 13	
24-JAN-2024	3	IRS, RRCAP, TRC	Chapter 14	
31-JAN-2024	4	Land and Indigenous Business Development in Canada	Chapter 2	
07-FEB-2024	5	Leadership & Management	Chapter 3	
14-FEB-2024	6	Entrepreneurship	Chapter 4	Team Presentation
21-FEB-2024		Winter Break		
28-FEB-2024	7	Strategic Alliances, Partnership, Joint Ventures	Chapter 5	Team Presentation
06-MAR-2024	8	Governance, Law, Policy, and Indigenous Law	Chapter 6	Team Presentation
13-MAR-2024	9	An Introduction to Taxation	Chapter 7	Team Presentation
20-MAR-2024		NO CLASS		
27-MAR-2024	10	Finance, Banking and Demographics	Chapters 8 & 9	Team Presentation
03-APR-2024	11	Marketing in Indigenous Contexts	Chapter 10	Team Presentation
10-APR-2024	12	Overcoming Barriers to Entry in the Commercial Fishery & Aboriginal Communities and Mining	Chapters 11 & 12	Team Presentation
17-APR-2024	-	Term Paper Due		

### **Important Notice**

This schedule is subject to change. Students will receive as much advance notice as possible.