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MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course Proposals

DATE December 14, 2017

For information:

Acting under delegated authority at the meeting of December 4, 2017, SGSC approved the following new courses, effective **Fall 2018:**

Beedie School of Business

- 1) BUS 741 Business & Indigenous Peoples
- 2) BUS 730 Business & Indigenous Communities



Memo to SGSC

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: Program changes: MBA
Date: November 10, 2017

The following revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Fall 2018.

Please include them on the next SGSC agenda.

Program changes:

- MBA program requirement unit increase to 58
- Two new course proposals:
 - BUS 741: Business & Indigenous Peoples
 - BUS 730: Business & Indigenous Communities
- MBA calendar entry change based on proposed program change & new courses

Thank you for your attention herein. Should you have any questions or concerns, please do not hesitate to contact me.



Dr. Andrew Gemino
Professor, Management Information Systems
Associate Dean, Graduate Programs, Beedie School of Business



**BEEDIE SCHOOL
OF BUSINESS**

Segal Graduate School

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Rationale for new course proposal BUS 741: Business and Indigenous Peoples

The purpose of the course is to help students understand the matters that arise when businesses are operating, or intending to operate, in the traditional territories of First Nations or other Indigenous peoples. Whether local or global, virtually all resource development and energy projects now require extensive consultation and accommodation of Indigenous interests, and businesses in many other industries are finding a competitive advantage through building strong respectful relationships with Indigenous peoples. Students completing this course should come away with some basic knowledge about who Indigenous people are, why their interests should be taken into account, and a sense of potential challenges and opportunities with regard to Indigenous engagement.

Students will be exposed to one or more Indigenous cultures/worldviews. They will study relevant legal decisions, and key policy documents such as the "United Nations Declaration on the Rights of Indigenous Peoples" and the "Calls to Action of the Truth and Reconciliation Commission" with specific focus on the ways some of these have shaped the present relationships between businesses and Indigenous Peoples. Students will also become acquainted with some significant cases where Indigenous Relations were significant factors in the success or failure of businesses or major projects.

Please see attached course outline for further details.

Rationale for new course proposal BUS 730: Business and Indigenous Communities

This course is designed to complement BUS 741: Business and Indigenous Peoples by providing the opportunity to experience first-hand the realities of Indigenous communities and businesses in BC. While learning about relations between business and Indigenous peoples through cases and policy documents is important, the experience of visiting Indigenous communities and meeting with Indigenous political and business leaders is essential if students are to achieve a depth of understanding or capacity to act differently on the basis of what they have learned.

Students will typically be exposed to two or three different Indigenous cultural settings and learn from leaders about the current goals and aspirations for their Nations. They will also hear about the role of business in meeting those aspirations either through joint venture arrangements, the development of Band-owned businesses or (social) entrepreneurship within communities. Students will be expected to demonstrate that they can integrate what they have learned in 741: Business and Indigenous Peoples with their experiences in visiting Indigenous communities and learning about their projects and goals. Students must be enrolled in BUS 741, or have completed BUS 741 (or its equivalent) in order to take BUS 730.

Please see attached course outline for further details.

Regards,

A handwritten signature in black ink, appearing to read 'A. Gemino', is written over a large, light-colored circular scribble.

Dr. Andrew Gemino



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) BUS	Number (eg. 810) 741	Units (eg. 4) 2
Course title (max. 100 characters including spaces and punctuation) Business and Indigenous Peoples		
Short title (for enrollment/transcript - max. 30 characters) Business & Indigenous Peoples		
Course description for SFU Calendar * Focuses on the matters involved when businesses are operating, or intend to operate, in the traditional territories of First Nations or Indigenous Peoples. Emphasis will be placed on who Indigenous people are, why their interests should be taken into account, and a sense of potential challenges and opportunities with regard to Indigenous engagement.		
Rationale for introduction of this course See attached memo.		
Term of initial offering Fall 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 6 weeks	
Frequency of offerings/year Twice a year	Estimated enrollment/offering 55	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) GDBA course BUS 561: Special Topics (Business & Indigenous Peoples)		
Prerequisite and/or Corequisite **		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>n/a</u>	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Mark Selman, Derek Hansome, Joy Cramer, Ulrike Radermacher
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Department / School / Program Beedie Graduate Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC)	Signature 	Date November 27, 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC)	Signature 	Date DEC 12 2017
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



BUS 741: Business and Indigenous Peoples

Instructor: Office Phone: Email:	Semester: LMS: canvas.sfu.ca
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COURSE DESCRIPTION

The purpose of the course is to help students understand the matters involved when businesses are operating, or intend to operate, in the traditional territories of First Nations and other Indigenous peoples. Virtually all resource and energy projects now require extensive consultation and accommodation of Indigenous interests, but businesses in many other industries are also finding competitive advantage in building strong respectful relationships with Indigenous peoples. Students completing the course should come away with some basic knowledge about who Indigenous people are, why their interests should be taken into account, and a sense of potential challenges and opportunities with regard to Indigenous engagement.

OBJECTIVES

Students will be exposed to one or more Indigenous cultures/worldviews. They will study relevant legal decisions, and key policy documents such as the “United Nations Declaration on the Rights of Indigenous Peoples” and the “Calls to Action of the Truth and Reconciliation Commission” with specific focus on the ways some of these have shaped the present relationships between businesses and Indigenous Peoples. Students will also become acquainted with some significant cases where Indigenous Relations were significant factors in the success or failure of businesses or major projects.

Learning outcomes expected from this course include:

- The ability to identify basic examples of good and bad practice in Indigenous relations.
- Awareness of Indigenous rights as a global issue that overlaps with but goes beyond general human rights legislation.
- Some sense of the history of colonization in Canada and the changes required to restore relations between Indigenous and non-Indigenous people in Canada.
- Awareness of the significance of Indigenous relations for Canadian businesses.

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time, you can expect at least 10 hours of out-of-class work weekly. These out-of-class activities can include, but not limited to, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

This course may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

BOOK AND MATERIALS

Tsawalk: a Nuu-chah-nulth Worldview by E. Richard (Umeek) Atleo (UBC Press)

Additional readings are provided through Canvas.



LEARNING AND ASSESSMENT

Evaluation in this course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

Individual	Quality class participation	20%
	Final Essay	40%
Group	Group Project	40%
	Total	100%

COURSE STRUCTURE

This course will consist of a mixture of lectures, guest lecturers, case study discussions, small group exercises, case analysis, and group assignments.

TENTATIVE SCHEDULE

Session 1

Understanding an Indigenous point of view - Tsawalk: a Nuu-chah-nulth Worldview by E. Richard (Umeek) Atleo.

- Students should come to class having carefully read the introduction and first four chapters of the book. Questions to be answered include:
 1. What is the purpose of the book?
 2. What is its intended audience?
 3. What is the context for the book? What was going on in the world that shaped the book?
- Students should also be prepared to summarize sections of those readings.
- In class assignment related to the readings.

Session 2

- Readings: Paper on Business ethics and Indigenous ethics and the UN Declaration on the Rights of Indigenous Peoples (UNDRIP).
- Discussion of a draft paper on Business ethics and Indigenous ethics using the Okanagan culture and origin stories as an example.
- Class time for preparation for the debate in Session 3

Session 3

Reading: The UN Declaration on the Rights of indigenous Peoples, A Debate.

1. Be it resolved that Canada should immediately adopt the UN Declaration on the Rights of Indigenous Peoples and treat it as we treat constitutional law to interpret and correct existing legislation.
2. Be it resolved that Canada should attempt to integrate the principles of the UNDRIP into its laws and business practices over the next several years.
3. Be it resolved that Canada should treat UNDRIP as an aspirational document with rhetorical force only but not as part of the legal system of the country.

Groups will be assigned to represent each of the positions enumerated above. One group will be assigned to represent the cabinet of the ruling party and will make a decision based on the quality of argument and evidence provided in support of each position.



Session 4

- Resource Development and Indigenous Peoples
- Preparation for Session 5
- Consideration of some examples of unsuccessful and successful practices in Aboriginal engagement.

Session 5

Lead your own consulting team.

1. The owners of the mining rights for Catface Mountain in Clayoquot Sound have decided that they want to develop the proposed Copper Mine there as quickly as possible. They realize that their existing efforts to engage with First Nations in the area, especially Ahousaht, have been inadequate and they are looking for a consulting group to develop a plan and process for engagement with local First Nations. Your team has the opportunity to make a pitch and if you are good enough, to be hired to manage the development and implementation of the plan.

Or

2. Ahousaht First Nation is aware that the owner of the mining rights on Catface Mountain has decided that the rising price of copper, based on Trump's plans to invest in infrastructure, is likely to lead the owners to make a decision to go ahead with the mine as soon as possible. Previous Chiefs and Councils have agreed to allow exploratory drilling on the site. The community regards Catface Mountain as a sacred site but people are desperate for jobs and opportunities for business development. Efforts over the previous five years to develop a "green economy" have not delivered prosperity by any measure. Ahousaht Council put out a call for a consulting team to advise the Chief and Council and the Hereditary Chiefs with regard to the conditions they should apply to any mining activity on Catface Mountain and their negotiating strategy with regard to economic and social benefits should the mine proceed.

Session 6

- Review and consideration of the Call to Action of the Truth and Reconciliation Commission.
- Reading: Call to Action of the Truth and Reconciliation Commission
- Review and Summary

ACADEMIC HONESTY

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



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OF BUSINESS**

**MASTER OF BUSINESS
ADMINISTRATION**

- 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. If you are struggling to complete an 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/policies/gazette/student.html>

ABOUT THE COURSE INSTRUCTOR

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject (eg. PSYC) BUS	Number (eg. 810) 730	Units (eg. 4) 2
Course title (max. 100 characters including spaces and punctuation) Business and Indigenous Communities		
Short title (for enrollment/transcript - max. 30 characters) Business & Indigenous Communities		
Course description for SFU Calendar * Designed to complement BUS 741 by providing the opportunity to experience first-hand the realities of Indigenous communities and businesses in British Columbia. Students are expected to demonstrate integration of learning from BUS 741 with the experiences and learnings of visiting a variety of Indigenous communities. Graded on a satisfactory/unsatisfactory basis.		
Rationale for introduction of this course See attached memo.		
Term of initial offering Fall 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hrs/week for 6 weeks	
Frequency of offerings/year Twice a year	Estimated enrollment/offering 55	
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.) n/a		
Prerequisite and/or Corequisite ** BUS 741		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Max. \$250 per student	
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Independent <input checked="" type="checkbox"/> <u>Field</u>		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory or Unsatisfactory <input type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>n/a</u>	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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**** This applies to a Special Topics or Directed Readings course.

Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

RESOURCES

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Faculty member(s) who will normally teach this course Mark Selman, Derek Hansome, Joy Cramer, Ulrike Radermacher
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Department / School / Program Beedie Graduate Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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DEPARTMENTAL APPROVAL

Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

OVERLAP CHECK

Overlap check done? YES

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Andrew Gemino	Signature 	Date November 27, 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature 	Date DEC 14 2017
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



BUS 730: Business and Indigenous Communities

Instructor: Office Phone: Email:	Semester: LMS: canvas.sfu.ca
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COURSE DESCRIPTION

This course is designed to complement BUS 741: Business and Indigenous Peoples by providing the opportunity to experience first-hand the realities of Indigenous communities and businesses in BC. While learning about relations between business and Indigenous peoples through cases and policy documents is important, the experience of visiting Indigenous communities and meeting with Indigenous political and business leaders is essential for students to achieve a depth of understanding or capacity to act differently on the basis of what they have learned.

OBJECTIVES

Students will typically be exposed to two or three different Indigenous cultural settings and learn from leaders about the current goals and aspirations for their Nations. They will also hear about the role of business in meeting those aspirations either through joint venture arrangements, the development of Band-owned businesses or (social) entrepreneurship within communities.

By participating in this course, students should be able to:

- Apply and deepen their understanding of the curriculum learned in BUS 741.
- Increase their understanding about the specific legal, historical and socio-economic context of Indigenous Peoples in British Columbia.
- Compare and contrast challenges both First Nations and non-Indigenous organizations face either when entering into business relationships or when conducting business on their own.
- Understand the ethical and legal requirements when entering into Indigenous/non-Indigenous business partnerships.

COURSE EXPECTATIONS

Students will be expected to demonstrate that they can integrate what they have learned in 741: Business and Indigenous Peoples with their experiences in visiting Indigenous communities and learning about their projects and goals. The visits are designed to provide experiential learnings, offering a glimpse into the business realities some of our First Nation neighbours face while immersing students, albeit briefly, into their locales.

BOOK AND MATERIALS

This class focuses on B.C First Nations XXX. Each nation has their own website with much information regarding history, culture, governance and economic development projects. Please familiarize yourself with these pages prior to your visit.

LEARNING AND ASSESSMENT

Your final course grade is Satisfactory/Unsatisfactory, so participation in all activities is mandatory. The readings and resources compiled in this outline, as well as on Canvas, are provided to enhance your knowledge and provide context about these topics.

COURSE STRUCTURE

This course will consist of mandatory field trip visits to local B.C. First Nations communities.



OTHER INFORMATION

Specific destinations TBA. Logistics and Other Information TBA dependant on destinations (e.g. group bus transportation).

READING SCHEDULE

Readings will be available electronically and can be found on Canvas.

ACADEMIC HONESTY

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- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

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