

COURSE OUTLINE		
TERM: Fall 2018	COURSE NO: BADM 469	
INSTRUCTOR:	COURSE TITLE: Applied Understandings of Indigenous Entrepreneurship	
OFFICE: LOCAL: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE PREREQUISITES

75 credits of 100-level or higher coursework

COURSE FORMAT

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

CALENDAR DESCRIPTION

The course provides Indigenous and non-Indigenous students with an in-depth understanding of Indigenous entrepreneurship. It focuses on how economic reconciliation is pursued through the creation and management of new ventures by and for Indigenous peoples that are responsive to the community, its values, traditions, culture, and socioeconomic needs. It explores how Indigenous peoples act on their inherent rights and assert sovereignty through social, cultural, spiritual, environmental and economic value creation activities as a means to design, develop and maintain Indigenous political, economic and social systems to promote community well-being while enabling members to engage in traditional, cultural and innovative economic activities.

COURSE NOTE

BADM 469 is an approved Self and Society course for Cap Core requirements.

BADM 469 is an approved Experiential course for Cap Core requirements.

REQUIRED TEXTS AND/OR RESOURCES

Colbourne, R. & Anderson, R. (forthcoming 2019). *Indigenous Self-Determination and Sustainable Economic Development*. London, United Kingdom: Routledge Publishers.

A detailed supplementary reading list will be provided on the course syllabus.

COURSE STUDENT LEARNING OUTCOMES

Students who complete this Self & Society course will be able to do the following:

1. Identify potential root causes of local/global problems and how they affect local/global cultures, economies, politics, and policies;
2. Assess and evaluate individual and collective responsibilities within a diverse and interconnected global society;
3. Apply concepts of sustainable development to address sustainability challenges in a global context;
4. Analyze the impact of colonialism and racism on Indigenous peoples;
5. Synthesize a range of differing community perspectives on ethics and justice and explain how these perspectives can inform structural change;
6. Generate strategies for reconciling Indigenous and Canadian relations;
7. Explain how contexts (e.g. cultural, historical, colonial, economic, technological) shape identity formation and social structures.

Students who complete this Experiential course will be able to do the following:

1. Critically reflect on their progress and development in the context of the course and assess the utility of the acquired knowledge, skills, and values in the learner's personal, academic, or professional trajectory.
2. Apply the skills and knowledge of a given discipline or professional context, including working collaboratively in both leadership and team roles.

COURSE CONTENT

Week	Topic
Weeks 1 & 2	Setting the Indigenous Context in Canada and Globally
Week 3	Indigenous Epistemologies and Worldviews
Week 4	Indigeneity
Weeks 5 & 6	Indigenous Rights and Sovereignty in Canada
Week 7	Business and Reconciliation
Weeks 8 & 9	Indigenous Governance and Nation Building Indigenous Economic Participation

Week 10	Indigenous Entrepreneurship – value creation strategies
Week 11	Indigenous Entrepreneurship – hybrid venture creation
Week 12	Indigenous Entrepreneurship - community embeddedness
Week 13	Indigenous Entrepreneurship and Hybrid Venture Cases
Weeks 14 & 15	Indigenous Venture Case Report and Presentations Final Exam Period (No Final Exam)

EVALUATION PROFILE

Group Indigenous Venture Case Report	30%
Group Presentation Indigenous Venture Case	10%
Reflective Learning Journal	30%
Critical Essay	30%
TOTAL:	100%

Group Indigenous Venture Case Report

Indigenous communities are actively developing new ventures in British Columbia, Canada, and globally. Referring to the class readings and any other relevant research sources, your group will identify a Canadian Indigenous venture (each group must choose a different community and venture). Your group's analysis should provide an overview and background information on the Indigenous community, the venture and provide a critical case analysis of the Indigenous venture.

Group Indigenous Venture Case Report Presentation

Your group will develop a 30-minute presentation using PowerPoint and any supporting other materials to share your Indigenous Venture Case Report (videos, audio, photos, etc.) with the class. This will be followed by class questions and answers.

Critical Essay

The Truth and Reconciliation Commission of Canada: Calls to Action calls upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. Critically examine and discuss Call to Action 92 and its subsections as it intersects with the United Nations Declaration on the Rights of Indigenous People.

Reflective Learning Multimedia Journal

The Reflective Learning Multimedia Journal captures your insights, thoughts, learnings and reflections on the readings and class activities and can be comprised of a collection of notes, observations and multimedia (images, video, audio, etc.) that explore personal insights and understandings on the issues, challenges and successes of Indigenous entrepreneurship, community well-being, and self-determination.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only.

On-line Communication

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or Moodle; please check both regularly. Official communication between Capilano University and students is delivered to students’ Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <http://www.capilanou.ca/services/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy S2017-05 for more information: <http://www.capilanou.ca/about/governance/policies/Policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including [B.401 Sexual Violence and Misconduct Policy](#) and [B.401.1 Sexual Violence and Misconduct Procedure](#).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.