



COMM 354: Relationships and Reconciliation in Business and Beyond Winter 2021

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. For those of you who are not in Kingston while taking this course, you are encouraged to refer to this website to find territory acknowledgement information: <https://native-land.ca/>. You might also find this article helpful: <https://www.atlasobscura.com/articles/native-land-map-of-indigenous-territories>.

Please also refer to Lindsay's video on [meaningful land acknowledgements](#).

Administration

Instructors	Lindsay Brant lindsay.brant@queensu.ca	Kate Rowbotham kate.rowbotham@queensu.ca
Student Hours	Wednesdays, 12:00-1:30 (Lindsay and Kate will alternate; appointments with each of us are also possible) - Zoom link is available on the course website Student hours are scheduled time outside of class for instructors to meet with students. How students use office hours could vary and all types of usage are welcome. Here are some ways student hours are used; a time where: <ul style="list-style-type: none">• You can discuss the course content and/or assignments. This could look like how it connects to current events, personal life, life at Smith, and any other avenues on your mind.• You can receive some assistance on the course content and/or assignments. This could look like clarification on specific items in class, discussion on implementation on reflection feedback, and following up on some aspects in class you found interesting.• You can chat about items outside the class. This really could look like any and everything – other related or unrelated interests, challenges you're experiencing, successes you'd like to share, insights from us on projects you're working on.• You just pop by, introduce yourself and say hello. Do not feel like you have to have "good," "tangible," or "substantial" questions or reasons to come to student hours – honestly, we are just hanging out and waiting for someone to join us.	
Class Times	Mondays 1 p.m. – 2:30 p.m. <i>Zoom link on course website</i>	

We are committed to affirming the identities, realities and voices of all students, especially those from historically marginalized or underrepresented backgrounds. This course values the use of person-centered language and personal pronouns, and respect for the experiences of others. If you find there are aspects of the course instruction, subject matter, or online environment that result in barriers to your inclusion, please contact us privately without fear of reprisal.

The well-being of students is of primary importance to us. If you are facing any challenges relating to your mental or physical health, or obstacles like food or housing insecurity, please get in touch so we can figure out ways to put you in the best possible position to succeed.

Course Information

Course Description This course will examine Indigenous worldviews, philosophies, and values as they relate to commerce, exchange, and capital. It will explore Indigenous resurgence, seeking to understand the different ways in which Indigenous peoples are reclaiming and reimagining relationships in business and beyond. It will critically examine how colonization has impacted present relations between Indigenous peoples and non-Indigenous peoples in business contexts, and begin to explore strategies for decolonization in this space. Students will be encouraged to examine their own biases and worldviews as they engage with the course and course materials.

Learning Outcomes Upon completion of COMM 354, it is expected that students will be able to:

- outline the history of Indigenous peoples' commerce, exchange, and relationship with capital
- define colonization and explore ways to collectively work towards decolonizing and building mutually respectful relationships with Indigenous peoples
- engage in critical thinking about bias and worldview
- identify what reconciliation means in a business context and articulate strategies for it

Course Format and Approach Our pedagogical approach draws on a pedagogy of peace, which is based on the Haudenosaunee Great Law of Peace (and its core values of peace, strength and a good mind). We view everyone in the course as student and teacher – we all have things that we can learn and we all have things that we can teach.

Our approach also focuses on compassion, flexibility, and trust, and we incorporate these factors into the course format. In COMM 354, we will gather as a class once a week on Mondays. During these sessions, we'll have a chance to explore course concepts in community, and we'll continue that engagement asynchronously throughout the week.

Course Materials For each topic, we'll be posting course content for you to digest, analyze, and reflect on. We draw from a variety of sources, including academic articles, podcasts and radio shows, think tank pieces, and popular media. All materials for the course are free of charge and can be found on, or linked through, the course website.

Assessment in COMM 354

We will be taking an ungrading approach in COMM 354, focusing on qualitative assessment and feedback. The purpose of ungrading is to refocus on the learning process itself, recognizing that a focus on grades can be a hindrance to learning. Ungrading also acknowledges that students should have some agency in their own assessment, and that they should be trusted to chart their own path for learning and development. Ungrading recognizes that, while encompassing growth, thought, struggle, and hard work, everyone's learning process is different and needs to be acknowledged as such.

Ungrading does not mean that everyone automatically gets an "A" in the course, nor does it mean that there are no deliverables. Indeed, there are high expectations for engagement with the course, course materials, your fellow classmates, and the teaching team. What ungrading does mean is that any stumbles in the learning process aren't held against you, but instead are seen as additional routes to learning. You and your peers will provide valuable feedback to yourselves and each other through reflections and discussions, and the teaching team will be providing feedback by asking questions and making comments to encourage reflection and engage in the learning process.

Of course, you have to have a final mark on your transcript. For this mark, we'll ask you to reflect on your learning and growth in the course at the end of the course, and we'll work together to determine the appropriate mark for you. We recognize that some might be uncomfortable with this untraditional approach, so please know that we are committed to easing any and all concerns – please reach out!

Here are the expectations for engagement and deliverables for the course:

Four Reflections Throughout the term, you will be asked to submit four reflections, corresponding to the four directions on the medicine wheel. More information about the reflections can be found at the end of this syllabus.

Discussion Engagement There are two ways to engage in discussions in COMM 354 – through the Monday in-class sessions or through Padlets associated with each week. These opportunities for discussion provide an opportunity to work through different aspects of the course content. In our discussions (either on Zoom or on the Padlets), you are expected to contribute to your own and others’ learning through critical analysis of the concepts presented in the course material. Valuable contribution includes diligent application of your skills and knowledge to the concepts being discussed; your relevant personal experiences are also thoughtful additions to our discussions.

Ungrading Submission At the end of the course, you’ll complete a short submission where you reflect on your experience with the course, including what you learned and what you struggled with. You’ll consider the thoughtfulness and commitment with which you completed the course, as well as how you engaged with your classmates and me in meaningful ways. In the event of a discrepancy between your and our assessment of a grade that speaks to your learning experience, we’ll set up a conversation to talk about it. More information about this submission can be found at the end of this syllabus.

Class Protocol

Academic Integrity The core principles of academic integrity – honesty, trust, fairness, respect, responsibility, and courage – should be in the forefront of all you do. Please be reminded of Smith School of Business’ policies with respect to academic integrity. Violations of academic integrity are considered to be very serious and will be investigated in accordance with Smith policy. The policy can be found at https://smith.queensu.ca/about/academic_integrity/index.php

Although we are taking an ungrading approach in this course, violations of academic integrity are still possible (e.g. submitting work that is not your own). If you have any questions about the AI policy and its implications for you in this course, please contact the professors.

Any student who is found to have departed from academic integrity may face a range of sanctions, from a warning, to a grade of zero on the assignment, to a recommendation to Queen’s Senate that the student be required to withdraw from the University for a period of time.

As instructors, we have a responsibility to investigate any suspected breach of academic integrity. If we determine that a departure from Academic Integrity has occurred, we are required to report the departure to the Dean’s office, where a record of the departure will be filed and sent to the program office to be recorded in the student file.

Accommodation Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>.

Recognizing the challenges that can be involved in registering with QSAS, and acknowledging the challenging times we find ourselves in, we will accommodate any self-declared needs related to a disability or any other special need – no official paperwork is needed for COMM 354.

Submission of Deliverables

All deliverables must be submitted through the appropriate online dropbox. It’s understood, especially in these times, that there might be any number of factors that would prevent you from submitting deliverables on time, and we are willing to be flexible with respect to deadlines. We would ask, though, that you communicate with us as those situations arise so we can find a mutually beneficial solution.

Respectful Engagement

There is a public goods component to this class, which means that we all benefit from each other’s participation in it. It is necessary that we work together to create an environment that facilitates everyone’s learning. Respectful engagement involves many different behaviours in the online setting, including “listening” intently to ensure you understand where others are coming from, responding appropriately during discussions, not invalidating others’ experiences, accepting feedback about how you’re coming across during discussions, being accountable for the impact of your interactions, and not behaving in a way that threatens someone’s psychological safety in the class.

Class Breakdown: Topics and Dates (Note: All materials should be accessible through the links provided)	
Date	Topic
Week of January 11	<p><u>Intro – Creating a Community of Care</u></p> <p>In this first week of class, we will be working together to develop a community of care that will sustain us as we learn and grow together throughout the term. We will use the Medicine Wheel to ground our thinking about our community and our course.</p> <p><i>To review:</i> -Ohén:ton Karihwatéhkwén (a Thanksgiving address)</p> <p><i>For discussion:</i> We will break into groups of four, and each group will reflect on one aspect of the Medicine Wheel (emotional, spiritual, physical and mental). You will think about that aspect in relation to your intentions for the course, your learning, and the creation of a caring classroom community. What commitments do you want to make individually, as a group, and as a class?</p>
Module 1: Indigenous Worldviews and Ways of Knowing	
Week of January 18	<p><u>Indigenous Worldviews</u></p> <p>This week we’ll be learning about Indigenous worldviews. We’ll use the education system as a context to understand Indigenous approaches to education, and what that means for our own learning in a business school.</p> <p><i>To review:</i> -Mohawk Creation Story -What are Indigenous and Western Ways of Knowing?</p> <p><i>For discussion:</i> Reflecting on your experience with Western educational systems, consider the following questions:</p> <ul style="list-style-type: none"> • What values or beliefs do you think underlie Western approaches? • What values or beliefs do you observe in Indigenous educational approaches? • What are the areas where conflicting views arise? • What are the areas where commonalities can occur? • What are the benefits, for all students, of integrating Indigenous approaches into curriculum?

<p>Week of January 25</p>	<p><u>All My Relations</u> This week we'll explore what being in relationship means, and how relationships can be an important framework for understanding all that we do.</p> <p><i>To review:</i> -All my relations (from <i>Aboriginal Perspectives</i>) -Self-as-relationship in Indigenous research (editorial from the <i>Canadian Journal of Native Education</i>) -All my relations and Indigenous feminism (from <i>All My Relations</i> podcast)</p> <p><i>For discussion:</i> Thomas King wrote in <i>All My Relations</i>: “All my relations” is at first a reminder of who we are and of our relationship with both our family and our relatives. It also reminds us of the extended relationship we share with all human beings. But the relationships that Native people see go further, the web of kinship to animals, to the birds, to the fish, to the plants, to all the animate and inanimate forms that can be seen or imagined. More than that, “all my relations” is an encouragement for us to accept the responsibilities we have within the universal family by living our lives in a harmonious and moral manner (a common admonishment is to say of someone that they act as if they had no relations).</p> <ul style="list-style-type: none"> • How do we typically think about relationships and responsibility in business? • How is stakeholder theory helpful? How is it inadequate?
<p>Week of February 1</p>	<p><u>Wrap-Up of Module 1</u> This week we'll take the opportunity to pick up on topics, issues, and questions that have been raised in the course so far (especially since the content so far will be new to many of you!).</p> <p><i>To review:</i> -material will be posted to course website, depending on what comes up during the previous weeks NOTE: The following is the material that was covered: -Indigenous Curriculum Competency Model (Lindsay Brant and Lindsay Morcom) -Indigenous Academic Integrity (Keeta Gladue, University of Calgary) -Reclaiming Indigenous Place Names (from <i>Yellowhead Institute</i>) -Stand-up, sketch, and satire: The rise of Indigenous comedy (from <i>Unreserved</i>)</p> <p><i>For discussion:</i></p> <ul style="list-style-type: none"> • What were you thinking about as you engaged with this week's content? • What are you thinking about as we finish the first module?
<p>Module 2: Commerce, Exchange, Capital, and Colonization</p>	
<p>Week of February 8</p>	<p><u>Pre-Contact Economies</u> This week we'll focus on Indigenous economies as they existed pre-contact as we move towards the dispossession that occurred due to colonialism.</p> <p><i>To review:</i> -Better Together: The Great Confederacies and Two Models of Commercial and Diplomatic Encounters—Wabanaki and Beothuk (from <i>Histories of Indigenous Peoples and Canada</i>) -First Nations Trade, Specialization, and Market Institutions: A Historical Survey of First Nation Market Culture (André Le Dressay, Normand Lavalée, and Jason Reeves, <i>Aboriginal Policy Research Consortium International</i>) -How Did Colonialism Dispossess? Comments from an Edge of Empire (Cole Harris, <i>Annals of the Association of American Geographers</i>)</p> <p><i>For discussion:</i></p> <ul style="list-style-type: none"> • What is the best way to interrogate what is presented as history? Consider the use of language in the materials for the week. • Is the historical survey of First Nations market culture article helpful or harmful? (Or both?) • How do you determine if trade is fair?

Reading Week (no class)	
Week of February 22	<p><u>Economies of Care</u></p> <p>We turn this week to considerations of economies that are ethical, sustainable, and caring. When you're working through this week's content, make connections to what we talked about in Module 1 - see how those themes are interwoven through this week's material.</p> <p><i>To review:</i></p> <ul style="list-style-type: none"> -Interview with Dr. Dara Kelly (Indigenous professor at Simon Fraser University's Beedie School of Business) -Ethical Indigenous Economies (Dara Kelly and Christine Woods, <i>Engaged Scholar Journal: Community-engaged research, teaching, and learning</i>) -Indigenous Economies, Theories of Subsistence, and Women: Exploring the Social Economy Model for Indigenous Governance (Rauna Kuokkanen, <i>American Indian Quarterly</i>) <p><i>For discussion:</i></p> <p>This week you'll generate your own questions for discussion. This approach will allow you to think critically about the course material and encourage your classmates to do the same.</p>
Week of March 1	<p><u>Extractive Industries</u></p> <p>This week we'll examine extractive industries in different formats: a case relating to pipelines and a broader discussion about the climate crisis. We'll also consider the role of capitalism in extractive industries.</p> <p><i>To review:</i></p> <ul style="list-style-type: none"> -The Wet'suwet'en: We are the people here (Smith School of Business Case) -The Twelve-Year Warning (Candis Callison, <i>Isis</i>) -Battle For The Sun: Green Energy Vs. Indigenous Heritage In Edmonton (Robert Houle, Yellowhead Institute) -Canada and the crisis of capitalism (Todd Gordon and Geoffrey McCormack, <i>briarpatch</i>) <p><i>For discussion:</i></p> <ul style="list-style-type: none"> • For the most part, we will take a "typical" business case approach in our analysis and discussion of the Wet'suwet'en case. • For the climate crisis material, consider why green energy may not be the solution if it's handled the way it was in Edmonton.
Module 3: Indigenous Resurgence in the Context of Business	
Week of March 8	<p><u>Calls to Action Relating to Business</u></p> <p>We're going to begin our third module with the Calls to Action from the Truth and Reconciliation Commission, focusing in particular on Call 92 and what it calls the corporate sector to do.</p> <p><i>To review:</i></p> <ul style="list-style-type: none"> -Preface and Introduction to the Summary and Final Report of the Truth and Reconciliation Commission + Call 92 -Business and Reconciliation: How can investors evaluate the efforts of Canadian public companies? (Shareholder Association for Research and Education) -Building Inclusion for Indigenous Peoples in Canadian Workplaces (Jennifer Thorpe-Moscon and Joy Ohm, Catalyst) <p><i>For discussion:</i></p> <ul style="list-style-type: none"> • What does the term "call to action" mean to you? What does reconciliation mean to you? • With your group, choose a company with operations in Canada. Then, work through these indicators from the SHARE document and see what you can figure out about that company: <ul style="list-style-type: none"> -Diversity and corporate leadership, employment and advancement, contracting and procurement, training and education, Indigenous rights, community investment

<p>Week of March 15</p>	<p><u>Case Study: Clearwater Acquisition by Mi'kmaq First Nations Coalition</u></p> <p>This week we are going to work as a class to write the Clearwater case (in particular, the lead-up to the case question). Students will work in groups to conduct research on different facets of the case, which will then be compiled to form the whole case.</p> <p><i>To review:</i></p> <ul style="list-style-type: none"> -Through Indigenous Lenses: Cross-Sector Collaborations with Fringe Stakeholders (Matthew Murphy and Daniel Arenas, Journal of Business Ethics) -Mi'kmaq and the Recognition and Implementation of Rights Framework (Sherry Pictou, Yellowhead Institute) <p><i>For discussion and research in groups:</i></p> <ul style="list-style-type: none"> • Mi'kmaq Fishery – Historic Details • Marshall Decision and Moderate Livelihood • After the Marshall Decision (1999-2020) • Fall 2020 – Violent Conflict in Mi'kma'ki • November 2020 – Acquisition of Clearwater • Indigenous Economic Development: Partnerships and Cooperatives
<p>Week of March 22</p>	<p><u>Indigenous Entrepreneurship</u></p> <p>This week we'll have an opportunity to celebrate Indigenous entrepreneurs and consider the contexts in which they operate.</p> <p><i>To review:</i></p> <ul style="list-style-type: none"> -Indigenous business is thriving despite being 'Canada's best kept secret' (J.P. Gladu video) -Indigenous entrepreneurship and social entrepreneurship in Canada (Gail E. Henderson, <i>Supreme Court Law Review</i>) -Breaking barriers: A decade of Indigenous women's entrepreneurship in Canada (Canadian Council for Aboriginal Business) -Pow Wow Pitch (Start Up Canada) <p><i>For discussion:</i></p> <ul style="list-style-type: none"> • What Indigenous entrepreneurs do you want the rest of the class to know about? • How do we distinguish between supporting, appreciating, exploiting, and appropriating? • What are the unique challenges that Indigenous entrepreneurs face, and how can they be overcome?
<p>Week of March 29</p>	<p><u>Indigeneity in Corporate Canada</u></p> <p>This week will take us back to some topics that we touched on at the start of this module, as well as take us forward into the future of work.</p> <p><i>To review:</i></p> <ul style="list-style-type: none"> -Building Inclusion for Indigenous Peoples in Canadian Workplaces (Jennifer Thorpe-Moscon and Joy Ohm, Catalyst) (assigned in Week 8) -Inclusive Futures: Indigenous Engagement in Canada's Workforce (Action Canada) -Indigenous Workers and Unions: The Case of Winnipeg's CUPE 500 (Lynne Fernandez and Jim Silver, Canadian Centre for Policy Alternatives) <p><i>For discussion:</i></p> <ul style="list-style-type: none"> • What employee-side practices need to be in place to ensure that Indigenous workers experience a bias-free, culturally safe workplace? What can non-Indigenous business operators and owners learn about these practices from Indigenous-owned businesses? • What opportunities are there to support the upcoming Indigenous generation in the workplace? What is the role of universities for Indigenous learners? • How can business growth and economic opportunities be brought to, and/or function in, remote communities?

	<ul style="list-style-type: none"> When thinking about indigeneity in corporate Canada, what labour market (or other) data is most useful to Indigenous business owners, workers, policy makers? What labour market (or other) data is most useful to non-Indigenous business owners, workers, and policy makers? What are the barriers to collecting and accessing data?
COMM 354 Wrap-Up	
Week of April 5	<p><u>Allies and Accomplices</u></p> <p>As we wrap up the course this week, we will explore the ways in which we can foster relationships in business and beyond with (or as) allies and accomplices.</p> <p><i>To review:</i></p> <p>-No additional materials are assigned</p> <p><i>For discussion:</i></p> <ul style="list-style-type: none"> What does it mean to be an ally or accomplice? For Indigenous students, what are you looking for in an ally or accomplice? For non-Indigenous students, what will you do to be an ally or accomplice? What are your key takeaways from the course, especially as it relates to relationships and reconciliation? What did you struggle with in the course? What did you do about that struggle? What is one thing you would keep and one thing you would change about the course?

Deliverable Details

Reflections

After you have worked through the content (including the discussions) for each module, you'll share your thoughts through a personal reflection. The reflections give you an opportunity to draw out key themes and insights, talk about things that surprised or frustrated you as you engaged with the topics, suggest gaps that exist in your knowledge and experience of the topic, and apply what you've learned to different aspects of your own life (or any other situation that is important to you).

There will be four reflections due throughout the course, and each reflection can correspond to one aspect of the Medicine Wheel (emotional, spiritual, physical and mental). This will allow you to reflect on the ways in which you are growing on a personal, and professional level in each area. We will talk in more detail in class about the Medicine Wheel and the meaning behind it.

The format is up to you – for some of you, this could be a traditional write-up (and if so, it would probably be a page or two, single-spaced). For others, a mind map or some other graphic representation might better capture your thoughts. The important part is that your reflection is personal – focus on what's important to you, not to anyone else. Bullet points and using the first person are entirely appropriate. All that said, there are still quality expectations regarding being able to clearly convey what you mean (and if there are challenges in that regard, we'll be sure to convey that with our feedback).

The reflections should be submitted to the online dropbox at the end of each module. There are due dates indicated, but please remember that we are flexible with dates. Your reflections must be yours and yours alone. While it isn't necessary, if you include information from additional sources, be sure to cite it.

Ungrading Submission

Your final submission for COMM 354 is your assessment of your own grade for the course. This is an opportunity for you to look back at the course and to think about your experience within it. Ungrading focuses on you and your learning and development; it doesn't compare you to anyone else or their learning and development. Self-assessment can be difficult, so our best advice is to approach it with both humility and confidence. Honour yourself and the work you did; trust yourself to make a fair determination of your grade.

First, consider what you learned in the course and what you struggled with – reflect on both the course materials and meta-learning that happened during this term. This is a good time to review your learning goals and how you were able to transform and achieve them.

Next, consider the different course components that were set out in the course outline, in particular the reflections and discussion engagement. Did your submitted work reflect your capabilities? Did you stretch and grow with these course components?

Next, consider the thoughtfulness and commitment with which you completed the course, as well as how you engaged with your classmates and the professors and TA in meaningful ways. Did you challenge your own perspectives and think critically about the material in front of you? Did you listen and learn from others, and did you help them listen and learn? Were you part of conversations? Did you start conversations? (Let's be very clear for this point of reflection that thoughtfulness, commitment, and engagement can look different for everyone. As was said at the start of the course, some people engage by speaking up, some people engage by listening. Beyond that, let's keep in mind that we're in the middle of a pandemic with significant upheaval all around us, especially for those from equity-deserving groups.)

Finally, upon reflection of the above points, assign yourself a letter grade. A grade anywhere in the A range would signify that you exceeded expectations, in the B range that you met expectations, and in the C range that you had some difficulty in achieving your learning goals.

There is no specific format for this submission. It should be a page or two, but if you'd like to write more, please feel free to do so. (If you'd like to submit in another format (e.g. slides, voice recording, video), that's okay too!) If you have any questions, please don't hesitate to reach out.