

Edwards School of Business
University of Saskatchewan

Masters Business Administration Program

MBA 861.2 Indigenous People and Economic Development

Instructor: Warren Weir

Pre-Requisites: None

Course Texts: Bob Anderson, *Economic Development Among Aboriginal Peoples of Canada*, Captus Press, 1998

Council for the Advancement of Native Development Officers (CANDO)
Journal of Aboriginal Economic Development,
Volume 1, Number 1

Federation of Saskatchewan Indian Nations (FSIN) publication,
*Saskatchewan and Aboriginal Peoples in the 21st Century: Social,
Economic and Political Changes and Challenges.*

The Royal Commission on Aboriginal Peoples (RCAP) Final Report,
Volume 2, Chapter 5, on Economic Development (pp. 775-996). This can
be located for free on the following site
<http://www.indigenous.bc.ca/rcap.htm>

Recommended: Stephen Cornell and Joseph Kalt, *What Can Tribes Do?*

Frank Tough, *As Their Natural Resources Fail: Native Peoples and the
Economic History of Northern Manitoba 1870-1930*

Rules Regarding Student Academic Dishonesty:

Students are expected to have read and understood the rules regarding academic dishonesty which are posted on the University of Saskatchewan website at:

http://www.usask.ca/university_council/reports/09-27-99.shtml

Calendar description:

This course surveys a number of different approaches and issues in economic development utilized by the Indigenous peoples of Canada. The course examines in particular the management issues arising from various strategies, approaches, and institutions created, adapted, and utilized in this effort.

Introduction:

The Royal Commission on Aboriginal Peoples begins its section on Economic Development by stating that:

Self-government without a significant economic base would be an exercise in illusion and futility. How to achieve a more self-reliant economic base is thus one of the most important questions to be resolved. What measures need to be taken to rebuild Aboriginal economies that have been severely disrupted over time, marginalized, and largely stripped of their land and natural resource base?

The question is urgent, and not only because progress toward self-government would be severely constrained in the absence of effective measures to rebuild Aboriginal economies. For Aboriginal individuals and families, whether they live in urban or rural areas, employment levels and income continue to lag far behind Canadian standards. Furthermore, the rapid increase of the Aboriginal population means that thousands of additional young people will be entering the labour market over the next two decades. Indeed, our estimate is that more than 300,000 jobs will need to be created for Aboriginal people in the period 1991 to 2016 to accommodate growth in the Aboriginal working-age population and to bring employment levels among Aboriginal people up to the Canadian standard.

This is a staggering figure. The broader but related challenge of re-creating a stronger, more self-reliant economic base to accompany and sustain self-government is also an enormous task. During the Commission's hearings, we visited a large number of Aboriginal communities, many of which had only a very limited economic base. Under current conditions and approaches to economic development, we could see little prospect for a better future. From this experience, we came to the conclusion that achieving a more self-reliant economic base for Aboriginal communities and nations will require significant, even radical departures from business as usual. We also became convinced that existing conditions and approaches entail enormous human and financial costs, a fact that also adds urgency to the search for better solutions. (RCAP Final Report, Volume 2, Chapter 5, p. 775).

Course Communication:

Students are encouraged to communicate with instructors and other students by email. All assignments should be handed in by email. Please send them as RTF files.

Student Evaluation:

1. Case Study		
• 2-3 page proposal:		5 marks
• case study and oral presentation:		30 marks
2. Statements of Learning		
• Number 1		5 marks
• Number 2		5 marks
• Number 3		5 marks
3. Active Contribution		10 marks
4. Final Exam		40 marks

	TOTAL	100 MARKS

Notes on Student Evaluation:

- Case Study:** The major assignment requires you to write a case about a particular Aboriginal organizational and the specific economic challenges it faces. You will describe the challenges and outline specific strategies that may be employed to address the challenges. You may select a situation with which you are familiar or have encountered. The case study should be approximately 15-20 pages in length (excluding appendices, including an introduction, an overview and description of the situation or issue, the managerial analysis of the situation or issue, a conclusion, and recommendations. **PLEASE NOTE:** If you prefer, you may write a comprehensive paper on Indigenous economic development rather than completing a case study. In this paper you would focus on an issue or challenge or topic area related to Aboriginal business, Indigenous economic development, a development corporation, or a partnership (with one of the two partners being an Aboriginal person or organization). The proposal should include time-lines and a review of at least 3 references (books/articles/Internet sites).
- Statements of Learning:** Your statements of learning will be 4 to 5 pages in length, and should provide an in-depth, personal reflection on your learning in the class to that point in time. The papers will be analytical and evaluative (not totally descriptive), and should answer the following questions: What have I learned? How will I use what I've learned in my work? What will I do differently (or the same) as a result of the learning to date? (Note: you may be asked to provide a summative statement of learning on your final exam, so it is recommended that you keep notes throughout the course).
- Contribution:** While participation is vitally important in this class, we are also interested in your contribution to the course and your contribution to the learning of your classmates. The contribution mark will take into account: attendance; participation; classroom leadership, and in-class presentations.
- Final Exam:** The final exam will be a take home exam.

<u>Class</u>	<u>Topic</u>
1	Introduction (please read the RCAP chapter on Aboriginal Economic Development over the next 4 weeks) Reading: "Aboriginal Economic Development" found at http://www.royalbank.com/economics/market/index.html#current
2	Setting the Stage: RCAP and Economic Development Readings: Anderson (Chapter 1), the Wein article (pp. 102-119 in Journal), and the McCallum article (pp. 120-126 in Journal)
3	The Analysis of RCAP on Economic Development Readings: the Newhouse article (pp. 68-77 in Journal) and the Newhouse and Pleasant-Jette article (pp. 130-135 in Journal)
4	Economic Development and Indigenous Economics Readings: Anderson (Chapter 2 + 3)
5	Indigenous Economics in Saskatchewan Readings: FSIN book and Anderson (Chapter 7 + 8)
6	Economic Development and Modern Day Treaties Reading: Anderson (Chapter 4)
7	What Can Tribes Do? American and Canadian Examples.
8	The Future of Indigenous Economic Development in Canada. Readings: Anderson (Chapter 5 + 6)