UNIVERSITY OF WATERLOO

ERS 275
Indigenous Sustainability Entrepreneurship

Course Outline, W 2021 Term

Course Instructor: Dr. Kelsey Leonard, Faculty of Environment, University of Waterloo; kelsey.leonard@uwaterloo.ca

Office Hours: Online by appointment.

Course Location and Time: ONLINE; Fridays 11:30AM-01:20PM (Virtual Classroom, recorded)
LEARN: Primary platform for course delivery - frequent class announcements; assignments submitted to LEARN Dropbox; discussion posts.

Additional Resources: Guest lecturers including, Cheekbone Beauty, Birch Bark Coffee Company, Liandra Swim, Morning Light Kombucha and others

Due to the nature of this course the course outline may change. I will notify you of any major changes.

Course Description:

This course provides an overview and introduction to environmental sustainability through the lens of Indigenous entrepreneurship. Indigenous sustainability entrepreneurship can be defined by a commitment to nation building and economic development centered on Indigenous culture and ways of knowing for the protection of future generations. Indigenous Knowledge Systems represent an applied science developed over thousands of years that express complex and sophisticated practices for building sustainable relationships with the environment. Although Indigenous Peoples are diverse, they share many of the same contemporary global sustainability challenges such as climate change, water security, food sovereignty and urbanization. The course gives students the opportunity to apply sustainability concepts to real-life environmental challenges facing Indigenous communities and entrepreneurs. How do Indigenous entrepreneurs navigate their responsibility to their nations, communities, nature, and future generations? Through a series of case studies of Turtle Island students will be introduced to Indigenous sustainability entrepreneurs addressing pressing environmental

challenges for their Indigenous communities. Ultimately, students will be charged with identifying an environmental challenge facing an Indigenous community and developing a business innovation that is a cultural match to protect future generations.

In terms of **learning objectives**, following completion of this course, students should be able to:

- Describe the key elements of Indigenous economics for addressing environmental challenges;

- Learn how Indigenous entrepreneurs build solutions to environmental challenges prioritizing Indigenous ways of knowing;

- Describe environmental challenges facing Indigenous communities such as water and food insecurity, climate change, biodiversity loss, among others;

- Learn nation-building skills (entrepreneurship, community advocacy, social justice innovation, and seventh generation decision-making).

There are no prerequisites for this course.

The Course Evaluation Framework

ERS 275	Due	Value
Reading Reflections and Questions	Weekly	20% (2% each, 10 posts)
Podcast Pitch	February 26	25%
Speaker Summary	April 9	15%
Future Ancestors Project	April 23	40%

Assignment Details

Reading Reflections and Questions – 20%
Students will submit weekly reading reflections and questions through discussion board posts on the LEARN website. The reflection assignment is designed to help students identify and reflect on key concepts covered in the readings and prepare for guest lecture Q&A.

Podcast Pitch – 25%
For this assignment students will be pitching an idea for a potential podcast. Students will compile a 3-5 minute audio recording designed to "sell" the class on their idea. The pitch should introduce us to their vision for the podcast: What will the podcast be about? What kind of audience might it appeal to? What are some similar podcasts to it out there? What will it sound

like? How will they record it and how often? While students need to provide some basic outline of the project, they should also do so creatively by using sound to bring their pitch to life. It should include their voice, background music or soundtracks, as well as sound effects and other editing choices. The Podcast should address one of the course themes on Indigenous Sustainability Entrepreneurship.

Speaker Summary – 15%
Throughout the term Indigenous entrepreneurs will be visiting our virtual classroom. Students are expected to attend and participate in those lectures by asking questions based on weekly readings. Each student will also be required to complete a Speaker Summary Assignment summarizing one (1) Indigenous entrepreneur visit with connections made to course materials. Further instructions regarding the assignment will provided in the assignment instruction sheet. This assignment must be submitted electronically through LEARN in the corresponding Dropbox.

Future Ancestors Project – 40%
A Future Ancestors project is a study of an environmental and/or sustainability challenge facing an Indigenous business by students enrolled in ERS 275 Indigenous Sustainability Entrepreneurship. The projects are conducted under the guidance of the course instructor. The study is completed for an Indigenous partner who is seeking assistance regarding a sustainability question or policy, or who is looking for recommendations on environmental or sustainability issues their business is facing. Students will not be writing term papers but rather conducting research that is likely to assist Indigenous entrepreneurs or the Indigenous communities they serve with recommendations for addressing an environmental or sustainability challenge. Some sample projects might include:

- Marketing – Creating a social media storyboard and outline for a sustainability/green campaign for your business or product.
- Engineering/Design: Protype of environmentally friendly packaging.
- Philanthropy/Social Responsibility – Identifying opportunities for collaboration with community organizations on an environmental/sustainability challenge.
- Procurement – Review of procurement policies to identify ways to source goods/services in a more sustainable fashion.
- Marketing – Explore use of Eco/Indigenous Labels for products.

COURSE READINGS
- All required readings can be acquired and downloaded through the LEARN system and are identified in this course timetable below.

Content Outline by Topic (Course Schedule)

Week	Unit/Topic	Readings/Activities (TBD)	Speakers
Week 1			

Jan 15	Introduction to Indigenous Entrepreneurship	• Course Introduction; Review of Syllabus	
Week 2			
Jan 22	Indigenous Economics and Nation-Building	**Reading:** • Kimmerer, R. W. (2021). The Serviceberry: An Economy of Abundance. *Emergence Magazine*. • Ratten, V., & Dana, L. P. (2017). Gendered perspective of indigenous entrepreneurship. *Small Enterprise Research*, *24*(1), 62-72. • Hilton, C.A. (2020). Introduction to Indigenomics. *Cultural Survival Quarterly*, 13-15. **Assignment:** • Reading Reflections and Questions	
Week 3			
Jan 29	Food Sovereignty	**Readings:** • Delormier, T., Horn-Miller, K., McComber, A. M., & Marquis, K. (2017). Reclaiming food security in the Mohawk community of Kahnawà: ke through Haudenosaunee responsibilities. *Maternal & child nutrition*, *13*, e12556. **Assignment:** • Reading Reflections and Questions	Kayoki Post-Whiteduck, Mitigomin Agriculture
Week 4			
Feb 5	Ecology and Art	**Reading:** • Beam, A.M. (2019). Gathering Colour. *Snapline* 1, 27-31. • Susannah. (2019). An exquisite lineage of hand-captured color: Meet Anong Beam of Beam Paints. *The Foundry*. **Assignment:** • Reading Reflections and Questions	Anong Beam, Beam Paints
Week 5			
Feb 12	Water Security	**Reading:** • McGregor, D. (2020). First Nations, Traditional Knowledge, and Water Ethics. In *Ethical Water Stewardship* (pp. 147-163). Springer, Cham. **Assignment:** • Reading Reflections and Questions	Mark Marsolais-Nahwegahbow, Birch Bark Coffee Company
Break - Feb 13 -21			
Week 6			
Feb 26	Microbial Citizenship and Health	**Reading:** • Spackman, C. C. (2018). Formulating citizenship: The microbiopolitics of the malfunctioning functional beverage. *BioSocieties*, *13*(1), 41-63. **Assignment:** • Reading Reflections and Questions • Podcast Pitch Due	Melinda Williamson, Morning Light Kombucha
Week 7			

		Readings: • Emery, M. R. (2019). Voices from Maple Nation: Indigenous women's climate summit. *New England Society of American Foresters News Quarterly. 80 (4): 8-10.*, 80(4), 8-10. Assignment: • Reading Reflections and Questions	Jolene Laskey, Wabanaki Maple
Mar 5	Biodiversity and the Maple Nation		
Week 8			
Mar 12	Sustaining Beauty	**Readings:** • Lukas, E. (2021). Cheekbone Beauty Is Confronting the Beauty Industry's Waste Problem, One Lipstick At a Time. *InStyle*. Assignment: • Reading Reflections and Questions	Jenn Harper, Cheekbone Beauty
Week 9			
Mar 19	Sustaining Land & Culture	Readings: • Klingbeil, C. (2020). Reserve-based businesses go global as Indigenous entrepreneurs tap into e-commerce. *The Globe and Mail*. Assignment: • Reading Reflections and Questions	Teyotsihstokwáthe Dakota Brant & Yonenyà:kenht Jesse Brant, Sapling and Flint
Week 10			
Mar 26	**Ocean Sustainability**	**Readings:** • Allaire, C. (2020). How This Indigenous Swimwear Brand Fuses Tradition and Sustainability. *Vogue*. **Assignment:** • Reading Reflections and Questions	Liandra Gaykamangu, Liandra Swim
Week 11			
Apr 2	Sustaining Indigenous Fashion	Readings: • Fitzgerald, S. (2020). "Can Indigenous Knowledge Move the Fashion Industry Forward?". *Harpers Bazaar*. • Chahboune, M. (2021). Greening the Blues—How Jeans Have Stood the Test of Time by Adapting Innovative, Forward-Thinking and Sustainable Production Practices. In *Sustainable Textile and Fashion Value Chains* (pp. 169-182). Springer, Cham. • Allaire, C. (2020). 15 Indigenous Designers on What Sustainable Fashion Is Missing. *Vogue*. Assignment: • Reading Reflections and Questions	TBC
Week 12			
Apr 9	Future Ancestors Projects	Assignment: • Future Ancestors Project Presentations • Speaker Summary Due	
Final Report Due			
Future Ancestors Project Report Due April 23, 2021			

Late Policy for All Assignments

This course is designed to give you exposure to life beyond the university. Consequently, a strict penalty of 10% (absolute, not of earned grade) per 24-hour period including weekends will be assigned to late work. All assignments are due to the relevant dropbox on LEARN no later than 11:30 p.m. on the day they are due.

Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy

70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Names and Pronouns: If you go by a different name or gender pronoun than the one under which you are officially enrolled, please inform me. Students are expected to respectfully refer to each other by preferred names and pronouns.

Recording Lectures: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, TikTok etc., is strictly prohibited.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more. if you think you are experiencing mental health issues, please see this website for guidance and support: https://uwaterloo.ca/environment/get-mental-health-support-when-you-need-it