Entrepreneurship and Migration
ENTR3000 (4 Credits / 60 class hours)

SIT Study Abroad Program:
New African Diasporas: Transnational Communities, Economies and Cultures

PLEASE NOTE: This program is in development and this syllabus reflects current planning, which will continue to evolve. Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Course Description:
Individuals migrate for a variety of reasons and their experience of migrating and in the host culture varies widely – including the ways in which they make a living. The situation of the Murids has similarities and differences when compared to that of other groups – be they African, Muslim, or others. This course will explore the experience of the Murids and other groups in the new African diaspora, in particular in Italy and China. Students will learn about the economic, political and social contexts in which migrants live, with a particular focus on the economic endeavors which migrants undertake in these new environments.

Course Objectives
• To introduce students to the theoretical, analytical and methodological tools necessary for a critical understanding of contemporary issues in migration, with a particular focus on the Murids;
• To experience, observe, understand and respond to the multi-scalar impacts of regional and global forces on the migrant communities and livelihoods of Senegal, Italy and China;
• To challenge students to engage with people and place through discussion, dialogue and observation in reflexive and substantive ways; to become conscious of the many alternatives which may not be recognized within dominant narratives of entrepreneurship and migration; and
• To develop critical assessment and analytical skills to connect theory to practice, enabling students to formulate their own positions on entrepreneurship and migration
Learning Outcomes
By the end of the course, students will be able to:
• formulate an interdisciplinary approach to contemporary issues in migration and entrepreneurship, with a particular focus on the Murid community;
• demonstrate an historical approach to contemporary issues of migration and livelihood, centered on the experience of the Murid and similar communities;
• appraise the complex inter-play between local, national and global scales of migration as encountered by the Murid and connected groups;
• apply a variety of methodological and analytic tools for analyzing different sites of social practice and knowledge.

Course Materials
Required readings, compiled in individual course readers, will be distributed at the start of each country program. Thematic readings, listed at the end of the syllabus, are provided for further reference. If students would like to focus on a particular issue in more depth guidance on further reading will also be provided. Students are expected to complete required readings before each faculty sessions and to use readings for reference in discussions as well as essays. In addition, students are encouraged to make use of the IHP in-country and traveling libraries and to investigate local resources, including news media. Reading newspapers regularly in each city offers a valuable resource for understanding current issues and debates. Students are also encouraged to use her/his own initiative to find supplementary resources.

Course Chronology
Topics covered in each module will draw on site visits, guest lecturers, and other activities, in addition to the assigned readings. Each country will involve a series of classes structured around the key lines of inquiry outlined in the course overview. The order of the modules may be rearranged to respond to activities or opportunities presented in each country program.

ATLANTA, GEORGIA USA
Class 1: What is Migration?
• Overview of migration (push-pull factors, patterns, legal structures (including refugees), academic debates). Overview of key concepts.
  i. Pre-Assignment: statistical analysis of a non-Murid group (each person will be assigned a different group and presents statistics and overview to the large group; as a whole, class looks across groups for broad understanding). Where does this group go? How has this changed over the last fifty years?
• Experience of immigration/incorporation (reading, research). Do groups become assimilated, accommodated, isolated, ghettoized?
  i. Reading: Basic reading on the “incorporation” of immigrant groups and the variety of experiences.
• Economics of migration – what jobs do migrants take (and why)?
  i. Reading: Basic reading on the ways in which immigrant groups sustain themselves.
• Overview of Immigration into the US.

Readings: Readings will provide introductory overview of key concepts related to migration, as well as greater detail on the history of migration in the United States.
• Global Overview
a. UN Human Development Report (see thematic reports on “Mobility and Migration”)
b. UNHCR

- Migration in the United States
  e. Kunkle, F. Black immigration is remaking U.S.... black population. Washington Post.

Field Visit to the Murid Community of Atlanta
Class 2: Introduction to Entrepreneurship
In this class, students will explore the concepts of entrepreneurship, theoretically, to form a basis for their application to migrants generally, and Murids specifically.

Reading: We are currently evaluating possible texts and readings. Among those being considered are the following:

In addition, we will provide readings about migrants as entrepreneurs, as well as related topics such as
- Mestres, J. (2010). Migrant entrepreneurship in OECD countries and its contribution to employment. In OECD, Open for Business: Migrant Entrepreneurship in OECD Countries,
DAKAR and TOUBA, SENEGAL

Class 3 : The Murid Experience of Migration and Touba as “home”
In this class, students will meet key members of the Murid community and will explore the overall realities of Murid migration. They will develop an awareness of the breadth of Murid migration across the world (key locations outside of Senegal and relative size and history). In addition, the will learn about the sense of Touba as home, regardless of one’s physical location.

Readings:

Class 4 : Murids as Entrepreneurs
This class will explore the development of the Murids economically, examining their evolving roles within the Senegalese economy.

Assignment: Interview Murid entrepreneurs in Touba and Sandaga Market, Dakar. (This will be facilitated by your country coordinator)

Readings:

ITALY

Class 5: Introduction to the dynamics of migration in Italy
This class looks panoramically at the ebbs and flows of migration in Italy, historically and in the present. Beginning generally, the course will gradually focus on the Bergamo region. The following topics will be addressed:
- History of migrant communities
- Composition of migrant communities
- Connection between migrant communities (e.g., Muslims worshpping together; Africans (Muslim and non-Muslim) living in Little Africa)
d. Legal issues
e. Push-pull factors:
f. Size/location/other dynamics

Readings: We will be working with our partner universities to complete this list. Right now, the following are under review:


Class 6: Introduction to the Murid community of Bergamo and the region
This class examines the recent history of Murid migration to Italy, specifically Bergamo, Brescia and the communities around Pontevico. Participants will also explore legal status, size, dispersion, and other dynamics.

Readings: *We are currently researching sources for this section from our potential partners in Italy.*

Assignment: Interview host family, others.

Class 7: Murids and other Migrants as Entrepreneurs
This class will examine the place of entrepreneurship as a path to livelihood for Murids and other migrants.

Assignment: Interview Murid and non-Murid entrepreneurs. Students compare their learning across migrant groups.

Readings: *A number of the initial Atlanta-based readings will be relevant here. At this point, no new readings have been identified, but we continue to look for them.*

CHINA

Class 8: Introduction to the dynamics of migration in China
This class looks panoramically at the ebbs and flows of migration in China, historically and in the present. Beginning generally, the course will gradually focus on the Gunagzhou region. The following topics will be addressed:

a. History of migrant communities
b. Composition of migrant communities
c. Connection between migrant communities (e.g., Muslims worshipping together; Africans (Muslim and non-Muslim) living in Little Africa)
d. Legal issues
e. Push-pull factors:
f. Size/location/other dynamics

Readings:

- Bodomo, A. *Africans in China: A Sociocultural Study and its Implications for Africa-China Relations.* (or summary article)
• Castillo, R. (2014). Feeling at home in the “Chocolate City”: An exploration of place-making practices and structures of belonging amongst Africans in Guangzhou: Inter-Asia Cultural Studies 15 (2), 1-23

Class 6: Introduction to the Murid community of Guangzhou and the region
This class examines the recent history of Murid migration to China, specifically Guangzhou. Participants will also explore legal status, size, dispersion, and other dynamics.

Readings: As above, a number of the Atlanta-based readings will be relevant here. We are looking for new readings, as well.

Assignment: Interview host family, others.

Class 7: Murids and other Migrants as Entrepreneurs
This class will examine the place of entrepreneurship as a path to livelihood for Murids and other migrants.

Assignment: Interview Murid and non-Murid entrepreneurs. Students compare their learning across migrant groups.

Readings:

Class 11: Project Presentations and Assessment

Course Requirements: Individual Assignments

Fieldnote Journals (10%)
It is expected that each student will keep a fieldnote journal throughout the duration of the program. This is for recording everyday observations and experiences. These might include notes from specific field visits, observations made during homestays or on the street, as well as more concerted reflections which draw on some of the concepts elaborated through the classes. The fieldnote journal is graded and it will also provide the backbone of the student’s research and will thus impact significantly on the quality of other graded assignments. There will be some guidance at the beginning of the course as to the function of these journals, what might be included in them and how they can be used as part of the research and writing work.

Smaller assignments in each location (25%).
In each location, there will be smaller assignments, each of which will count 5% of your course grade. These include the following:

• Atlanta: Overview of a migrant community (5%)

The three assignments that follow ask you to interview individuals you meet to hear their
“stories” of migration and entrepreneurship/livelihood. Possible questions will be discussed in class. As part of the assignment, you are also asked to create a map of global connections. In this piece, you will chart out where the members of the interviewee’s family reside; in addition to siblings, include his/her parents’ generation and, if relevant, that of his/her children.

- Senegal: Interview of two Murid entrepreneurs, one in Touba and one in Dakar and Sandaga Market (this counts as two assignments, 5% each)
- Italy: Interview of a host family member to understand their story of migration/livelihood, as well as global connections (5%)
- China: Interview of host family member to understand their story of migration/livelihood, as well as global connections. (5%)

**Class Participation (10%)**

Students are expected to participate actively in faculty sessions and to complete required readings beforehand. Faculty sessions will be connected to and complemented by site visits and guest lectures in each country, as well as content from other courses. Participation is more than just showing up or speaking out; it means that you actively contribute to the intellectual growth of the group by thoughtfully engaging with guest lectures, faculty, and fellow students and integrating information from field visits, other courses, observations and discussions from homestays, daily experiences and so forth.

**Course Requirements: Group Assignments**

There are three graded group assignments on this course, each of which should bring in relevant synthesis and analysis. The objective of these assignments is to encourage students to bring historical, social and economic reflections to bear on particular issues relating to migration and/or entrepreneurship within each of the three countries we visit. While there may not be much opportunity for in-depth research, it is hoped and expected that these assignments will enable students to develop their critical capacities, helping them to ask better questions about the complex situations they encounter. The faculty will provide productive comments and suggestions after each assignment.

Groups will be formed around areas of interest and will include approximately 4 members each. The following questions are meant to suggest some possible directions, but each group should meet with the course faculty to clarify its focus:

- What are the historical and socio-economic processes through which particular modes of entrepreneurship have become dominant?
- How do Murids outside of Senegal maintain economic and financial ties with Senegal and around the world? What are the mechanisms for these ties? How well do these work (and what are the challenges)?
- What is the place of “work” within the Murid identity (as represented in the people you meet)?
- How are the financial, religious and cultural relationships within the Murid community different for Murids who live in Senegal and those who live outside of the country? How do the financial, religious and cultural relationships between Murids and others change as individuals leave Senegal?

**Senegal: Written Paper (15%)**

The first assignment is a 2500-word written paper to be submitted on [Date to be determined]. Focusing on a specific area or question (see above for examples). This paper should present an initial, Senegal-based, perspective on the question/area you’ve chosen, and grounded and
thoughtful thinking about how you’ll be addressing the issue as you travel to Italy and China.

*Italy: Written Paper (15%)*

The second assignment is a 2500 word written paper to be submitted on [Date to be determined]. Murids are said to think of Touba as home, regardless of where they live. Now that you have left Touba and Senegal, and have met Murids and other migrants in Italy, how has your original response to your research question changed? From your experience in Italy, what does it mean to be a migrant? An entrepreneur? What does that migrant entrepreneur experience that you are coming to know add to your thinking? How will you answer your original question now?

*China: Written Paper and Final Synthesis (25%)*

The final assignment is a 3500-word written paper to be submitted on [Date to be determined]. In this paper, you will synthesize your experience in the three countries (you can add your initial learning from Atlanta, as well, if you’d like). You have come to know the Murid community and entrepreneurial experience in Senegal, Italy and China – now, how would you answer your original question? Back up your ideas with quotes, field notes, and readings.

More details will be shared close to each assignment.

**Grading**

Faculty will give grades in the form of points and will return assignments with written comments. In the case of group assignments, and overall points score will be awarded for each group project as well as an individual score based on the performance and effort contributed individually to the group. At the end of the semester, the cumulative point score will be calculated in order to determine the final letter grade for the course. The final letter grades will be determined on the basis of cumulative points on assignments completed across the countries.

For final grades in *New African Diaspora* courses it is useful for both faculty and students to think of letter grades in the following way. An “A” represents truly outstanding work that exemplifies thorough analysis, superior insight, and crystal clear presentation. A "B" signifies highly competent work that accomplishes the task at hand very well, through considerable thought, reasonable analysis, and an organized presentation. A "C" represents adequate work that meets basic requirements but demonstrates no distinction in terms of analytical insight or organization. A "D" is characterized by poorly or partially completed work that reflects a lack of initiative, inconsistent analysis, and/or erratic presentation. Plus and minus indicate relatively better or poorer work within each category. There is no A+.

**Course Policies**

*Attendance and Participation: All students are expected to be present at every program session, with the only exceptions being illness (written note required from a non-IHP adult, e.g. homestay parent, or preferably, health care professional). Unexcused absences and habitual lateness will result in penalties reflected in your participation grade. Please inform the instructor if tardiness is anticipated. All students are expected to come to class on time.

*Late work:* Papers handed in late will drop one point per day, unless permission is granted otherwise. Course assignments are due at the beginning of the day.

Please refer to the SIT Study Abroad Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.