Entrepreneurship and Migration  
ENTR-3000 (4 Credits / 60 hours)

SIT Study Abroad Program:  
New African Diasporas: Transnational Communities, Economies and Cultures 2018

Course Description:
Individuals migrate for a variety of reasons and their experiences of migrating and integrating with 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. Students will learn about the economic, political and social contexts in which migrants live, with a particular focus on the economic endeavors that migrants undertake in these new environments.

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 a 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; and
• apply a variety of methodological and analytic tools for analyzing different sites of social practice and knowledge.

Course Materials
Required readings, compiled onto student USB flash drives, will be distributed at the start of the program. 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/or during DIY time designated to catching up on readings. Students should use the readings for reference in discussions as well as essays. In addition,
students are encouraged to make use of in-country and traveling libraries, where available, 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 lecture 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 lectures may be rearranged to respond to activities or opportunities presented in each location.

Course Schedule

Module 1: Overview of Migration and the Concept of Entrepreneurship (January 14-28)
This module takes place in Atlanta, Georgia, where students will receive an introductory overview of the key concepts related to migration, as well as greater detail on the history of migration in the United States. Students will also explore the concepts of entrepreneurship, theoretically, to form a basis for their application to migrants generally, and Murids specifically.

Lecture 1: What is Migration? (January 17th 2018)
- Overview of Migration
  a. The Push and Pull factors
  b. Economic and Social Impacts
  c. The Legal Structures
  d. Academic Debates

Required Readings:

Recommended Readings:
- UN Human Development Report (see thematic reports on “Mobility and Migration”): http://hdr.undp.org/en

Lecture 2: Introduction to Entrepreneurship (January 23rd 2018)
- A General Concept of Entrepreneurship
  a. What are the Social Functions of Entrepreneurship?
  b. What does Entrepreneurship mean to Social Actors in Different Social Positions?
  c. How do we understand entrepreneurship as a part of social conflict?

Required Readings:
Recommended Readings:


Site Visits for Module 1 (Atlanta, Georgia):
- Westgate Flea Market Excursion
- Jummah at the Atlanta Mesjid
- Neighborhood Day (Downtown, Atlanta)
- Dinner at Bamba House Cuisine Restaurant

Module 2: Identity, Migration and the Economic Development of the Murids (January 29 – February 25)
This module takes place in Dakar and Touba, Senegal. 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, they will learn about the sense of Touba as “home,” regardless of one’s physical location. Students will also explore the development of the Murids economically, examining their evolving roles within the Senegalese economy.

Lecture 3: The Murid Experience of Migration and Touba as “Home” (February 5th, 2018)
- Exploring the Realities of Murid Migration
  a. Introduction to key members of the Murid community
  b. A history of Murid migration across the world – key locations outside of Senegal
  c. Understanding Touba as home for Murids, regardless of one’s physical location

Required Readings: To be assigned by guest speakers and local faculty.

Recommended Readings:
Lecture 4: Murids as Entrepreneurs (February 12th 2018)
- Understanding the economic development of the Murids
  a. An examination of the evolving roles of Murids within the Senegalese economy

Required Readings: To be assigned by guest speakers and local faculty.

Recommended Readings:

Lecture 5: Murids Entrepreneurs: Contemporary Issues (February 23rd 2018)

Required Readings: To be assigned by guest speakers and local faculty.

Site Visits and Excursions for Module 2 (Dakar & Touba, Senegal):
- City Tour
- Jummah at the Masalikul Jinna Masjid
- Gorée Island
- Jummah at the Grand Mosque of Dakar
- Sandaga Market
- Touba (Hizbut Tarquiyya, Great Mosque of Touba)
- Kaolak (Medina Baye, Niasenne Tijani Community, African American Muslim Neighborhood)
- Thies (Wildlife Reserve Park)

Module 3: Murid Identity and Entrepreneurship in Italy and France (February 26 – March 24)
This module takes place in Turin, Italy and Toulouse, France. The courses and activities provided look at the ebbs and flows of migration in Italy, historically and in the present. Beginning generally, the course will gradually focus on Turin’s region. Students will also examine the place of entrepreneurship as a path to livelihood for Murids and other migrants in the cities of Turin, Italy and Toulouse, France, focusing on their economic integration in the city’s productive system.

Lecture 6: Introduction to the Murid Community in Italy (February 27th 2018)
- Recent history of Murid migration to Italy - Brescia and the Communities around Pontevico
- Discussion on the Legal Status, Size, Dispersion, and Other Dynamics

Required Readings: To be assigned by guest speakers and local faculty.

Recommended Readings:
Lecture 7: Introduction to the Dynamics of Migration in Italy (March 6th 2018)
- A history of migration in Italy (with a general focus on Turin)
  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 Turin)
  d. Legal issues

Required Readings: To be assigned by guest speakers and local faculty.

Recommended Reading:
- Italian government, Migration Compact – A contribution to an EU strategy for external action on migration, Rome: 2015.

Lecture 8: Murids and other Migrants as Entrepreneurs (March 13th 2018)
- An examination of the Place of Entrepreneurship as a Path to Livelihood for Murids and Other Migrants in the city of Turin.
- Economic Integration in the City's Productive System.

Required Readings: To be assigned by guest speakers and local faculty.

Recommended Reading:

Exercise: Interview Murid and non-Murid entrepreneurs during a Neighborhood Day. After their visit, students will compare their learning across migrant groups.

Guest Lectures in Italy
All content courses will be accompanied by some guest lectures on the policy framework on migration in Europe and Italy, and on the economic integration of migrants on the local ground, provided by experts, researchers and professionals.

On migration, the guest lectures will provide:
- a description of the European Union policy framework towards African States that are country of origin and transit of migratory flows, including Senegal;
- a dissertation on the “Migration Statistical Dossier 2016” on migrants’ economic activities in Italy, focusing on high skilled migrants;
- a class on the peculiar link between migrants’ entrepreneurship and religious affiliation, with the case of some communities in Turin;
• the description of institutional activities aimed at economic and social integration of migrants’ communities;
• an illustration on differences between US and European approaches to migration policies and inter-religious dialogue;
• a presentation of initiatives promoted by Turin’s seat of the International Labour Organization, with a particular focus on its International Training Centre and the Turin School of development.

Lecture 9: Introduction to the Murid community in Toulouse (March 20th 2018)
• A history of Murid migration to France

Required Readings: To be assigned by guest speakers and local faculty.

Site Visits for Module 3 (Italy, France):
- Brescia (Murid Community)
- Pontevico (Murid Community)
- Neighborhood Day (San Salvario, Barriera di Milano, Porta Polazzo)
- Migrant Training Facility
- Italian Food Culture Workshop
- International Training Center
- Turin School of Development
- ILO
- Toulouse (Murid Community)

Module 4: Understanding Space, Place and Development in the New African Diaspora (March 25 – April 21)
This module takes place back in Dakar, Senegal. It is designed to help students understand what they have learned around the new African Diaspora from the US to Senegal, Europe and then back to Senegal, where it all began, as it were.

Lecture 10: Understanding the Pattern Migration for Murids and Other Migrants of the New Diaspora (March 27th 2018)
  a. From There to Here and Back
  b. Remittances

Required Readings: To be assigned by guest speakers and local faculty.

Lecture 11: Entrepreneurship and Migration – A Synthesis (April 6th 2018)
• Making Sense of What We’ve Learned

Site Visits and Excursions for Module 4 (Dakar, Senegal):
- Layenne Community
- El Hadj Malick Sy Library
- Ndisanne
- Tivaounne
- Saint Louis

Evaluation and Grading Criteria
All students will be evaluated based on the following eight categories. Their descriptions follow and their placement/sequence is indicated on the syllabus.
Assignment Percentage Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Class Participation</td>
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</tr>
<tr>
<td>Senegal Written Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Dakar Interview and Short Essay</td>
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</tr>
<tr>
<td>Touba Interview and Short Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Italy Homestay Interview and Short Essay</td>
<td>10%</td>
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<tr>
<td>Group Presentations</td>
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<td>Italy Written Paper</td>
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<td><strong>Total</strong></td>
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Description of Assignments

*Note: All assignments should be submitted to the Academic Director.*

Assignments will be typed or handwritten depending on the content and internet access. Typed assignments should be saved on a flash/pen drive, and then submitted to Moodle, or emailed directly to the Academic Director. Please refer to the policy on technology in the Student Handbook for more information.

**Senegal: Written Paper (Due February 14th)**

Students are asked to write a 2500-word paper. Students should focus on a specific area or question (see below 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 throughout the semester.

Sample questions

- 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?

**Interviews**

Students are asked to interview Murid entrepreneurs. Listen to their “stories” of migration and entrepreneurship/livelihood. Possible interview questions will be discussed in class and offered by local staff. Remember to ask questions around global connections. You should document 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.

*Note: Students should not hand in a transcription of the interview but a short essay detailing and analyzing the contents of the interviewee’s story.*

- **Senegal:** Interview of *two* Murid entrepreneurs:
  - one in Dakar at the Sandaga Market *(Due February 23rd)*
Italy: Interview of a host family member to understand their story of migration/livelihood, as well as global connections (Due March 12th)

Italy: Group Presentations – Neighborhood Day (Due March 15th)
Students will form groups of 4-5 members each and will also be accompanied by the Italian students that will be with us during our time in Italy. Based on a series of activities emerging from Neighborhood Day site visits, students will be asked to present their findings.

Italy: Written Paper (Due March 23rd)
Students are asked to write a 2500 word paper based on the following guidelines: 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?

Grading Scale

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<th>Percentage</th>
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<th>Description</th>
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<tr>
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<td>90-93%</td>
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<tr>
<td>84-86%</td>
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<tr>
<td>80-83%</td>
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<tr>
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Expectations and Policies

Class preparation
This program is built upon the strong belief that your experiences result in deep insights and powerful learning. Course assignments are created to facilitate learning opportunities and experiences. Dialogue in class about these insights and participation in these activities is critical. For this reason, your participation is very important. As a learning community, each one of us will influence the learning environment. Please take responsibility for your role in this environment and come to class prepared and ready to engage with others in a positive and thought-provoking manner.

Participation
Participation is a minimum expectation, not generally to be rewarded with class credit. Students are expected to attend all classes, guest lectures, and field activities unless they have a medical excuse that has been communicated and approved of by staff and faculty. Even after missing class with an excuse, students are required to acquire the knowledge/skills that were facilitated during the missed session, and then to demonstrate what they have learned to the faculty-person in a manner that will be specified. Attendance will be taken daily. Missing one class means a small makeup assignment (as determined by the faculty); missing two classes means a sizable makeup assignment; missing three classes means a grade reduction of 2% of the total course grade. Failure to attend classes or field activities means that a student may not be eligible for credit from their universities, or could result in program dismissal.
**Policy on deadlines**
Coursework assignments are due on the deadlines indicated in the assignment handouts. Work is due at the designated time on the specified day. Unexcused late work will result in the lowering of the student’s grade one full step per day (for example, a B will drop to a B-). No exceptions will be permitted; extensions are not given unless there are exceptional circumstances. Exact deadlines for assignments can be confirmed in class.

*Keep an additional copy of all work you turn in*, so as to avoid unexpected disaster and significant inconvenience for all parties involved; this may mean photocopying or scanning any handwritten assignments. Assignments that are not easily legible will be returned ungraded.

**Technology in the classroom**
In order to submit assignments and access course content, students are expected to bring a laptop on this program. Students are welcome to use technology in class to take notes, access readings, and perform other class-related activities. As all students are expected to be responsible for contributing to a shared learning environment, the use of technology to perform activities unrelated to class (ex: social media, email, etc.) is prohibited as it creates a distraction for other students as well as the instructor. Faculty can request that Wi-Fi be turned off during class time and students who are observed using their technology for activities unrelated to class will be asked to put away their technology. Where any form of note-taking would be inappropriate (ex: personal stories), the instructor will indicate for all students to discontinue their note-taking. As access to technology may be limited in some local contexts, it is important to be mindful of varying cultural norms around displaying technology, using technology, and in-person communication. Students should be aware that traveling with technology can increase the risk of theft and that it may be difficult to repair technology while traveling.

*Please refer to the SIT Study Abroad Handbook* for other 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 other program materials given to you at Orientation.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.