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

SIT Study Abroad Program:
Senegal, Italy, France: New African Diasporas

Course Description:
This course provides students with a deeper understanding of the vitality, resilience, and global breadth of contemporary African Diaspora communities through an experiential engagement with the concept of “new Diaspora” and a focus on Senegalese immigration to France and Italy. Particular attention will be reserved for the economic, social, and political causes and effects of immigration on sending and receiving countries and the processes of development of new African Diasporas in Europe. The course will focus on four major questions: Who migrates and why in the African context, in general, and the Senegalese context, in particular? How are immigrants received and how do they fare in their countries of adoption? What are the effects of immigration on entrepreneurship, innovation, and development in the sending and receiving countries? How does immigration lead to the formation of “new Diasporas” and how do these Diasporas differ from, or are similar to, the so called “old Diasporas” in the global African world in general and the United States, in particular.

Learning Outcomes
By the end of the course students will be able to:
- Assess the complexity surrounding the notion of African Diaspora;
- Analyze the deeper causes and effects of immigration;
- Connect the movements of people of African descent to the global economic order;
- Assess the degrees and possibilities of integration and assimilation of new immigrants; and
- Evaluate the effect of migration on entrepreneurship, innovation, and development in sending and receiving countries.

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

**Module I: Reconceptualizing Immigration and Diaspora**
This introductory module will critically engage the concepts of diaspora and immigration. We will first examine the complexity of the concept of diaspora beyond the centrality of the Middle Passage and its corollary, the linear conception of identity as evolving from pure roots to hybrid diasporic manifestation. Looking closely at the different manifestations of Black Diasporas, students will engage the ways new African Diasporas problematize the teleology of roots, reimagine rootedness, and create the possibility to rethink the modern conceptions of nation and nationality. Students will also examine the complexity of the traditional conception of immigration beyond its understanding as the movement of poor bodies from the South to the North in search of better living conditions. Rather, the concept of immigration will be examined as part of the enfolding manifestation of global capitalism and its social and economic effects on both so called “sending” and “receiving” countries.

**Session 1: Beyond US-Centrism: Problematizing the Concept of Diaspora**

**Assigned Reading:**

**Session 2: Beyond Politicians’ Agendas: On the complexity of the concept of immigration**

**Assigned Reading:**

**Module II: Why Do Immigrants Leave? Migration, Resilience, and Global Capitalism**
In this module we will try to understand the political and economic reasons that have historically led people of African descent to immigrate outside of the continent. We will focus on four major migration movements: the 15th century slave trade, the important waves of migration of Africans to Europe after the Second World War, the mass movements of Murids after the implementation of the structural adjustment systems in the 1980s and 1990s, and the recent boat peoples that resulted from the fishing crisis in Senegalese fisherman towns. As opposed to the traditional representation of African migration as the movements of poor black bodies to wealthier and more politically stables spaces, we will look at the ways globalization, geared to the enrichment of Europe and America, has driven major immigration movements from Africa to the West since the 15th century. Such a perspective will allow us to better understand the intricate motivations that have led so many Africans to leave the continent and resettle in Europe.

**Session 1: How Africa Helped Build Europe: Slavery, Colonization, World War II and the Reconstruction of Europe**

Discussion themes
Slavery and the first wave of migration
Colonization and the exploitation of Africa
World War II, immigration, and the reconstruction of Europe

Assigned Reading


Session 2: The 1980s’ Structural Adjustment Policies, the Death of Agriculture, and the Renaissance of Muridism

Discussion themes
The structural adjustment programs and their effects on the peanut belt in Senegal
The death of agriculture, the renaissance of Muridism, and the development of Senegalese immigration
Muridism, entrepreneurship, work ethics, and the conquest of the West

Assigned Reading


Session 3: The 1990s Fishing Crisis and the Belly of the Atlantic

Discussion themes
The death of fishing, the revolt of fishermen, and the belly of the Atlantic boats and boat peoples
Barsa or Barsaq: Barcelona or the heavens

Assigned Reading


Module III: What happens in “Barça...” stays in Barça
This module will take place in Europe. It will examine, on the one hand, the policies of the reception of migrants developed by the European Union, their implementations in different European countries, and
the ensuing populist and xenophobic reactions to immigrants in receiving countries. On the other hand, we will use the Murids as a case study to explore the resilience of African immigrant communities and their processes of coping through the development of entrepreneurial acumen. We will also look at the invention of new Murid or Senegalese communities in Europe and their capacity to integrate as citizens of their new host countries.

Session 1: How Does Europe Deal with Immigration?

Discussion themes
Immigration and its reception
Xenophobia and the rise of populism in European politics
The economic effect of immigration on the receiving country

Assigned Reading


Session 2: Murid Communities and Integration in Italy

Discussion themes
Murid entrepreneurship and innovation
Challenges and opportunities of the new found land
E.U. Policies and Immigrant

Assigned Reading


Session 3: Murid Communities: Integration and Citizenship in Italy

Discussion themes
Integration and assimilation
Race, Religion, and Immigration
Challenges and opportunities with the second generation of African immigrants

Assigned Reading
Assigned Reading will be assigned by Guest lecturers

Session 4: Murid Communities: Integration and Citizenship in France
Discussion themes
Integration and assimilation
Murid entrepreneurship and innovation
Challenges and opportunities with the second generation of African immigrants

Assigned Reading

Module IV: Return to the Native Land: Returnees, Readjustment, and Entrepreneurship
This module will examine the heated debate on the benefits of migration on entrepreneurship and innovation in the country of origin. We will examine if remittances foster economic development or rather lead to a culture of dependency. Ultimately, we will explore the veritable effects of emigration on the development of African countries.

Session 1: Migration, Entrepreneurship, and Innovation
Discussion themes
Are immigrants really more entrepreneurial than natives?
Returnees and entrepreneurial experiences in Senegal: successes and failures
The impact of migration on innovation

Assigned Reading

Session 2: Remittance, entrepreneurship, and Development
Discussion themes
Remittances as a social insurance
Remittances as a means for investment
International Migration, Trade, Employment and Development
Forms, benefits and costs of international migration

Assigned Reading
Evaluation and Assignments

In addition to a presentation of a final project, students will write three papers corresponding to the three legs of the program as spelled out in the course description:

Paper 1: Students will be asked to write a 5-page analysis of the complexity of the concept of diaspora and the deeper roots of the movement of people of African descent to Europe beyond its simplistic representation as the migration of poor bodies looking for economic and/or political heavens.

Paper 2: Students will be asked to write a 5-page paper to assess the gap between nativist and anti-immigration discourses that have recently dominated debates on immigration in Europe and the more complex realities on the ground while taking into consideration the ways new immigrants challenge the monolithic narrative on nations and nationality in the West.

Paper 3: Students will be asked to write a 10 to 15-page evaluation of the effect of migration on both sending and receiving countries with Senegalese immigration to Italy and France as a case study. They will be asked to particularly examine the effect of immigration on innovation, entrepreneurship, and economic wellbeing in these countries.

Final project: The final project is a 15-minute presentation of a clearly articulated question that students raise by the end of their 8th week. This question must be directly related to the question of immigration and diaspora and students’ experiences in Dakar, Turin, and Marseilles. The project can either be a power point projection of a film, a poster, or a performance. All projects have to be developed in collaboration with the AD.

Participation:

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, written questions for class, field trips and other activities. It also means polite and respectful behavior. In addition, the following are expectations of all participants:

Come to class prepared. Be on time, have your assigned reading completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone. Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner. Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak. Comply with academic integrity policies (no plagiarism or cheating, nothing unethical). Respect differences of opinion (classmates’, lecturer’s, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Assignment Percentage Breakdown

• Class Participation: 10%
• Paper 1: 25%
• Paper 2: 25%
• Paper 3: 25%
• Final Project Presentation: 15%

Evaluation and Grading Criteria

All students will be evaluated based on the following assignments.

Grading Scale:

94-100% A
Grading Criteria

An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of class participation, an “A” grade refers to full attendance, punctuality, evidence of having completed assigned reading, attentive listening and active engagement in all lectures, discussions, field visits and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and taken into account.

Expectations and Policies

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all academic lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Note that all assignments must be completed in due time.

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.

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