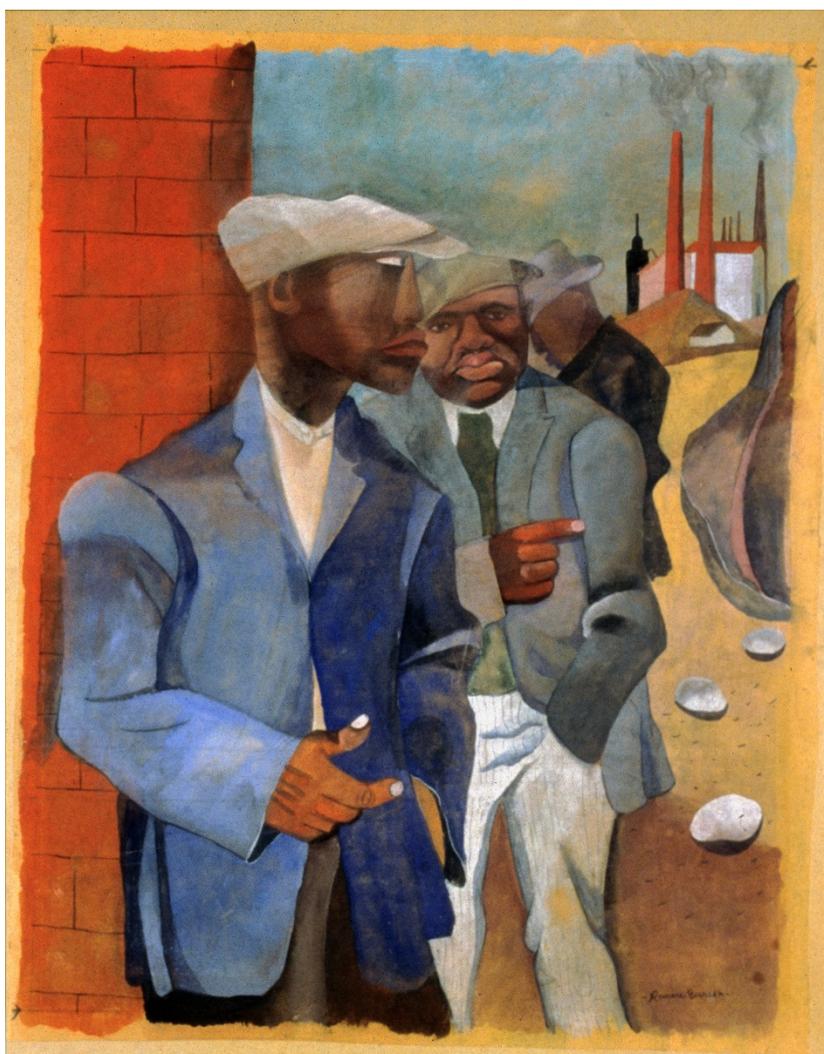


## Afro-entrepreneurship and Solidarity Economy: a global perspective

Signature Course *"Difficult Dialogue"* (UGS 303)

Fall 2018

Dr. **Marcelo Paixão** – African and African Diaspora Studies Department (AADS) / Teresa Lozano Long Institute of Latin American Studies (LLILAS)



*Bearden, Romare (1914-1988) – Factory Workers (1942). Institute of Art, Minneapolis.  
The UT Art & Art History Visual Resources Collection*

### A. Course Instructor and TA:

- ✓ Instructor: Dr. Marcelo Paixão
- ✓ E-mail: [marcelopaixao@utexas.edu](mailto:marcelopaixao@utexas.edu)
- ✓ Hour of attendance: by appointment

### B. Objectives of the course

Historically, the Afro-descendant population, either in the US or all over the world, faced the stern reality of racism and racial discrimination with persistence, resistance and creativity, including in the economic and financial terrain. The Signature Course, Difficult Dialogue, will introduce the students to several economic alternatives pursued by the African descendant population to better off their personal, familiar and communities' lives. Our main reference will be the American reality and the history of the struggle of African-American population to economically survive. For example, we will analyze the endeavor of several black men and women to become entrepreneurs of medium-sized enterprises or even big capitalists or alternative forms of entrepreneurship based on cooperativism, community development and Solidarity Economy. We will also review global cases, incorporating the experiences of other countries and regions, like Bangladesh (Grameen Bank); Latin America (Solidarity Economy) or Spain (Mondragon in the Basque country).

The course will debate questions related to the reality of entrepreneurs subjected to poverty, discouragement and discrimination, as well as the alternatives that they achieved or have been implementing to overcome these several hindrances. We will incorporate issues like discrimination in the economic life and its consequences; individual and familiar strategies of economic and financial survival; meaning and reality of Solidarity (or Social) Economy; access to credit and microcredit; Black Female entrepreneurship; and questions related to the formation of trust relations among economic agents suffering prejudice and discrimination. We hope to be able to awake the students' interest on problems of entrepreneurship, Solidarity Economy, economics, business and community development.

Coherently to the principle of the Difficult Dialogue course, during the course the students will be permanently invited to participate through group work, oral presentation, research using UT libraries and the internet. As far as possible, we intend to invite important persons of the African-American community who are entrepreneurs or member of social entrepreneurship initiative, and who live in Austin, to give a talk to our students.

***Signature Course Mission:** The Signature Courses at the University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an*

*approach that is both interdisciplinary and contemporary.*

***Difficult Dialogue Mission:*** *founded in 2006 at the University of Texas, Difficult Dialogue began as part of a Ford Foundation initiative developed in response to reports of growing intolerance and efforts to curb academic freedom on U.S. campuses. Difficult Dialogue seminars are distinctive in their focus on teaching students the skill they need to participate in constructive dialogue about controversial and divisive issues. In the case of our course this one will be focused on the alternative of economic development for the African-American community.*

### **C. What are classroom and university rules?**

***Classroom conduct.*** The Instructor is committed to create a class environment framed on the student participation, creativity, critical thinking, respect and mutual understanding. The Instructor will also attempt to guarantee a respectful and cheerful space of work and discussion. As such, it is expected that the students - and the Instructor and the TA as well - attend the classes with a high spirit of tolerance, understanding and openness to hear divergent opinions in the debate. Based on these principles, the Instructor encourages all the students to participate in the classroom exposing honestly their ideas and doubts, asking questions, and expressing their opinions regarding each subject under discussion. Actually, participation and questioning will be very positively evaluated. Based on those same principles, the Instructor will not accept any kind of derogatory or inappropriate behavior directed to classmates. Moreover, all forms of discrimination based on gender, sexual orientation, ethnic, color, race, nationality or any other kind of intolerance and mistreatment are strictly forbidden. The Instructor also asks the students to avoid napping or dozing off during the classes.

***Use of computer devices.*** We recommend the students to bring their laptops or tablets for taking notes of classes or accessing the Internet to visit some webpages related to the course content. By default, all devices must be placed offline, unless when we need to access online resources. It is not allowed to use the electronic devices to surf the web or for any other purpose not strictly related to class learning and assignments. It is strictly forbidden the use in the classroom of cell phones, apps, or electronic devices that can produce noises, divert attention or disturb in any way the lecture. In the case of unauthorized use of an electronic device, the student will be invited to leave the classroom and his/her attendance will be considered an unexcused absence.

***Policy on scholastic dishonesty.*** Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Office of Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>.

*Students with disabilities.* The University of Texas at Austin provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, contact the Services for Students with Disabilities website: <http://diversity.utexas.edu/disability/> and/or <http://diversity.utexas.edu/disability/how-to-register-with-ssd/>

*Religious holy days.* A student who misses an examination, work assignment, or another project due to the observance of a religious holy day will be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified the instructor. The policy of the University of Texas at Austin is that the student must notify each instructor at least fourteen days prior to the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these excused absences but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.

*Unauthorized attendance.* Except previously and expressed allowed by the Instructor, no one else but the Instructor and the TA and the enrolled students in the course “Afro-Entrepreneurship and Solidarity Economy: a global perspective” is authorized to stay in the classroom during the classes. In case of any unauthorized presence, this person will be summoned to leave the classroom.

#### **D. Class Materials and Communication**

Canvas will be the main tool for communication (<http://canvas.utexas.edu/>). Log into the Canvas system with your UT EID, click on the class link under “Courses”. If you have any problem to access the materials, please contact the TA or the Instructor.

All reading materials (and grades) will be uploaded to Canvas. Videos will be available on UT Libraries Kanopy Video Streaming or YouTube. To access Kanopy website (<https://utexas.kanopystreaming.com/>), log into with your UT email and password. On Canvas you will find the link to access the videos.

The student will have to upload all the assignments (Weekly Summary and Final Work) on Canvas. The Instructor can be contacted through Canvas or by e-mail [marcelopaixao@utexas.edu](mailto:marcelopaixao@utexas.edu). He will answer every message within 48 hours. A face-to-face appointment with the Instructor can be scheduled by e-mail. (I ask you not to feel intimidated to contact me. I promise to be very receptive and open to hearing your questions, doubts, problems, and suggestions). We also encourage all of you to be in permanent contact with the TA.

## E. University Lectures Series

The “University Lecture Series” is a requirement of all signature courses. Students must attend at least one of the five Lecture Series events organized by the School of Undergraduate Studies (UGS). During the Fall 2018 the Lectures Series are: i) **Keep Calm and Grow Your Mind** with *Dr. Keffrelyn D Brown (Department of Curriculum and Instruction, College of Education), and Dr. Robert Crosnoe (Department of Sociology, College of Liberal Arts), and Dr. Robert Duke (School of Music, College of Fine Arts)*, on September 24, 7-8 p.m. at Bass Concert Hall; ii) **Turning Points** featuring former UT Presidents *William Cunningham and William Powers, Jr.* on September 25, 7-8 p.m. at Bass Concert Hall; iii) **Kwame Anthony Appiah Lecture**, on November 1, at 5 p.m. at the Lady Bird Johnson Auditorium.

Complying with a determination of the Undergraduate School, the student’s attendance to at least one Lecture Series is mandatory. You can choose what Lecture want to attend. However, considering the issue of our course, the Instructor recommend that the class attends the **Kwame Anthony Appiah Lecture** in November. Because these lectures take place out of class hours, students will need to write a one-page, double-spaced summary of at least one lecture and upload on Canvas. Although this summary will not be graded, its quality and coherence will be evaluated and may be failed. In this case, the student will need to attend another lecture to replace the previous one.

You can get further information on Fall 2018 Lectures Series here: <https://ugs.utexas.edu/uls>

## F. Class Method

On Tuesdays and Thursdays, classes will begin at 3:30 p.m. and will finish at 4:45 pm.

On Tuesdays, in the first part (45 minutes) of the class the Instructor will introduce the topic of the week. The Instructor will explain the concepts, controversies, and, problems of each debate. In the second part (30 minutes), the class will watch a video or listen to an invited speaker who will address a topic directly or indirectly related to the content of the course. The roster of videos and presenters is being finished and it will be sent later on.

On Thursdays, in the first 45 minutes, we will have an In-Class Group Presentation and Debate. A group of three students will present their readings, doubts and reflections on the topic of the week to their colleagues (10 minutes). Afterwards, the students will discuss in groups the presentation and will prepare comments and questions (10 minutes) and then, the groups will report to each other and ask questions to the presenters (30 minutes). In the second part of the class (25 minutes), the Instructor will clarify questions and help the class to summarize the main topics of the week.

During the last two weeks of Class (Week 14 and Week 15) we will not have lectures, debates, guest speakers or video presentations. Instead, we will have Individual In-Class Presentations (approximately 10 minutes each). See section H for more details.

### Delays and Attendance Rules



*At the beginning of each class the Instructor will open a sign-in sheet to be signed by each student. This list will be available for the next 15 minutes. If a student needs to leave class early, the Instructor must be informed at the beginning of class. If not, student' attendance will be nullified.*

***Attendance is mandatory, and the maximum number of unexcused absences is seven (7) classes. After this, the student will have a penalty of 1.5 points per absence in the final grade (read grading method in section G and presentations rules in section H). A student will automatically be failed if he/she has more than twelve (12) unexcused absences. We consider an excusable absence the impossibility to attend class for legal or health problems. As such, it must be followed by legal documentation signed by a lawyer or a physician within one week from the absence.***

*If a student has any restriction to attend class, deliver the weekly assignment or make the in-class presentations by the appropriate deadline due to religious, civil, or political reasons; please inform the Instructor by the end of the second week of class.*

*Deadlines are no-negotiable. All assignments must be submitted as a Word Doc or PDF, using Times New Roman 12, double space with one-inch margins and adhere to Chicago or MLA citation format.*

*The **Weekly Summaries** need to be uploaded on Canvas every Wednesday by 11:59 pm. Late assignments will result in a five-point deduction per day of delay in the grade of the assignment.*

***In-Class Presentations** are mandatory. There will be no makeup assignment. Unjustified absences or late arrivals during In-Class Presentations will result in a 25-point deduction per day in the in-class presentation grading.*

*The **Final Work** is mandatory. Late assignments will result in a 10-point deduction per day of delay in the grade of the final work. We will not accept Final Works more than seven days late.*

## G. Grading Method

### G.1. Weights

The "Afro-Entrepreneurship..." course will grade the students based on five variables:

- ✓ In-Class Group Presentation (15% of the final grade)
- ✓ In-Class Group Debate (15% of the final grade)

- ✓ Weekly Summary (20% of the final grade)
- ✓ Individual In-Class Presentation (20% of the final grade)
- ✓ Final Work (30% of the final grade)

## G.2. Grading Scale (valid for each assignment and the final grade)

### Approving:

A = 94-100 / A- = 90-93 / B+ = 87-89 / B = 84-86 / B- = 80-83 / C+ = 77-79 / C = 74-76 / C- = 70-73  
/

### Failing:

D+ = 67-69 / D = 64-66 / D- = 60-63 / F = 00-60

## H. Assignments

### H.1. In-Class Group Presentation (15% of the final grade)

As described in section F, the In-Class Group Presentation is the moment in which a pre-defined group of three students, based on the readings of the week, the Instructor's lecture on Tuesday, video and/or guest presentation, will share their points of view with other colleagues. Each group will present once during the semester. The presentation will last approximately 10 minutes. The quality of the comments and questions raised by the group will be assessed. The assessment of the group participation will be made by the Instructor, the TA, and the members of the group and through self-assessment (the criteria will be described later on).

By September 6, the students will let the TA know about the Three-person groups they formed. If any student does not feel comfortable to be part of any group, he/she needs to communicate the TA.

### H.2. In-Class Group Debate (15% of the final grade)

As described in section F, on Thursdays after the In-Class Group Presentation the students will be divided into groups of 3 students and will discuss the colleagues' presentation for 10 minutes. After that, each group will present their questions and comments to the colleagues and discuss them with the presenters. The assessment of the group participation will be made by the Instructor, the TA, and the members of the group and through self-assessment (the criteria will be described later on).

### H.3. Weekly Summary (20% of the final grade)

It is a weekly assignment that all students will need to perform. It consists of an homework in which the students will describe what are the five most important words (we call them in academia key-words) of the weekly readings.

**Tip for the Weekly Assignment:** In your assessment, what are the words that best describe the central idea of the document that you read (between one and two paragraphs)? How are these words associated with the main issue of the week?

The Weekly Summaries will have three to six paragraphs. The size will be no more than 1.5 pages and must be submitted as a Word Doc or PDF. They will be typed and uploaded in Word doc or pdf using Times New Roman 12, double space with one-inch margins and adhere to Chicago or MLA citation format. **The assignment needs to be uploaded on Canvas every Wednesday by 11:59 pm.** Late assignments will result in a five-point deduction per day of delay in the grade of the assignment.

**Writing Skill:** Possibly our course will be the first time in which the students will need to write an academic work. It is expected that each of you may face difficult to taking your first steps in this terrain. You will need to develop your writing capacity to accomplish the Weekly Assignments and to make the Final Work. The University Writing Center (UWC) provides one-on-one writing consultations to undergraduate students. Additionally, The Scholl of Undergraduate Studies (UGS) offers workshops and regular "write-ins". If you are interested in attending this events, you can visit <http://uwc.utexas.edu/> and schedule an appointment with them. In case you (or a group of you) need some help to contact and make an appointment with UWC, you can count on the TA support

#### **H.4. Individual In-Class Presentation (20% of the final grade)**

Individual In-Class Presentation consists of a research prepared individually by each student during the semester. Each student will have 10 minutes to present the main findings of her/his research to the colleagues. She/he shall organize her/his presentations having as base the Final Work to be delivered at the end of the course. The presentations will be graded based on the quality, clarity and precision of the presentation, ability of summarizing and the depth of the analysis. The students can ask the Instructor and the TA for support to plan the In-Class Presentation. The topic of each presentation must be arranged with the TA by October 2.

**Oral Skill:** For many students may not be easy to make a public oral presentation. The reasons are multiples, but the UT has facilities that can help you to overcome this situation. The Sanger Learning Center (SLC) and the School of Undergraduate Studies (UGS) have partnered with the UT Libraries to provide free public speaking support for all students. The Public Speaking Center (PSC) is located on the first floor of the Perry Castaneda Library (PCL) Commons and is open Monday through Thursday from 10 a.m.-7 p.m., by appointment. Its website is <https://ugs.utexas.edu/slc/support/speaking-center>. You can also count on TA support in case you want to schedule an appointment with them.

In-Class Presentations are mandatory and will occur in Week 14 and 15 (see section I). All students are required to attend them either as presenter or as listener. In case a student does not make the class presentation, there will not be a makeup assignment. Unjustified absences or late arrivals during the in-class presentations will result in a 25-point deduction per day in the grading of the in-class presentation.

#### **H.5. Final Work (30% of the final grade)**

The Final Work is the individual assignment to be prepared by each student. The topic of the Final Work will be the same of the Individual In-Class Presentation (item H4). We require every student to prepare the Final Work on his/her own. So, it will avoid any kind of confusion, or, even worse, any chance of two or more essays being identical and be considered cheating or

plagiarism.

The Final Work will be submitted as a Word Doc or PDF, using Times New Roman 12, double space with one-inch margins and adhere to Chicago or MLA citation format. The essay will have between 1.5 to 3 pages. The Final Work needs to be uploaded on Canvas **by December 13, 11h59 p.m.**

The Final Work is mandatory. Each student is required to upload her/his assignment by the due date. Late assignments will result in a **10-point deduction per day** of delay in the grade of the final work. We will not accept Final Works more than seven days late.

## I. Course schedule

*Note Regarding Syllabus Changes- The following schedule is **tentative** and may vary depending on class discussions and feedback. I reserve the right to make changes to the schedule of readings and/or lectures during the course of the semester and will announce these changes both in class and on Canvas. You should have all assigned readings completed before the beginning of Tuesday's class on the week listed.*

### **Week 1 (August 30) – Introduction of the course's Syllabus, the Instructor, the TA and the Students**

Reading: Syllabus

### **Week 2 (September 4 and 6) - Racial prejudice and discrimination and its economic effects**

Reading: Blank, R; Dabady, M; Citro, F. – **Measuring racial discrimination**. National Research Council, 2004. Part I, Chapters 3, "Defining discrimination", pp. 39-54, and 4 "Theories of discrimination", pp. 55-70. Available at: <http://www.nap.edu/catalog/10887.html>

### **Week 3 (September 11 and 13) – Racial prejudice and irrational expectations in the markets**

Reading: Loury, Glenn – **The anatomy of racial inequality**. Cambridge / MA – London: Harvard University Press, 2002. Chapter 2 "Racial stereotypes", pp. 15-54

### **Week 4 (September 18 and 20) - The "microeconomics" of Afro-entrepreneurship**

Readings: Boston, Thomas - Trends in Minority-Owned Businesses. In Smelser, Neil J., William Julius Wilson, and Faith Mitchell, Editors – **America becoming: racial trends and their consequences, Vol II**. Washington, D.C.: National Academy Press, 2001, Chapter 9, pp 190-221

Lee, Dante – **Black business secrets: 500 tips, strategies, and resources for the African American entrepreneur**. New York: SmileyBooks, 2010. Chapter 1 "What it means to be a black entrepreneur?", pp. 1-10.

### **Week 5 (September 25 and 27) – Credit discrimination and micro-credit**

Readings: Agier, Isabelle and Ariane Szafarz – Microfinance and gender: is there a glass ceiling on loan size? **Word Development**, vol. 42, 2013, pp. 165-181.

Stiglitz, Joseph and Andrews Weiss – Credit rationing in markets with imperfect information. **The American Economic Review**, vol. 71, n° 3 (Jun, 1981), pp. 393-410.

Servet, Jean-Michel – Microcredit. In Hart, Keith, Jean-Louis Laville and Antonio David Cattani (editors) – **The human economy: a citizen guide**. Cambridge-UK / Malden-USA: Polity Press. Entry 12, pp. 130-141

### **Week 6 - (October 2 and 4) – Urban segregation and gentrification**

Reading: Massey, Douglas and Nancy Denton – **American Apartheid: segregation and the making of the underclass**. Cambridge/London: Harvard University Press, 1994. Chapter 5: “The creation of underclass communities”, pp. 115-147

### **Week 7 (October 9 and 11) – The concept of social capital**

Reading: Coleman, James - Social capital in the creation of Human Capital. **American Journal of Sociology**, Vol. 94, Supplement: Organizations and Institutions: Sociological and Economic Approaches to the Analysis of Social Structure, 1988, pp. 95-120

### **Week 8 (October 16 and 18) – Black capitalism: meanings**

Readings: Butler, John – Why Booker T. Washington was right: a reconsideration of the economics of race. In Boston, Thomas (Editor) – **A different vision: African-American economic thought, volume one**. London/New York: Routledge, 1997, pp. 174-193

Frazier, Franklin – **Black bourgeoisie: the rise of a middle class in the United States**. New York / London: Collier Books, Collier -Macmillan Ltd, 1967 (8<sup>th</sup> print). Chapter 7, Negro business: a social myth, pp. 129-145

### **Week 9 (October 23 and 25) -The history of Black Cooperativism in the USA**

Reading: Nembhard, Jessica – **Collective courage: a history of American Cooperative economic thought and practice**. University Park: The Pennsylvania University Press, 2014. Chapter 10 – Economic solidarity in the African American cooperative movement (pp. 213-237)

**Week 10 (October 30 and November 1) –Black women as entrepreneurs**

Reading: Barr, Michael - Minority and Women Entrepreneurs: Building Capital, Networks, and Skills. The Hamilton Project, 2015, 35 p.

**Week 11 (November 6 and 8) –Solidarity Economy and Community Development: the Mondragon company experience in Basque Country, Spain.**

Reading: Gibson-Graham, JK. - Enabling ethical economies: cooperativism and class. **Critical Sociology**, Volume 29, issue 2, 2003, pp. 124-161

**Week 12 (November 13 and 15) – Solidarity economy in Brazil**

Reading: Singer, P. – The recent rebirth of the Solidarity Economy in Brazil. In Santos, B. (ed) – **Another production is possible: beyond the capitalism canon**. London: Verso, 2007, pp. 3-42, Available at: <http://www.boaventuradesousasantos.pt/pages/pt/livros/another-production-is-possible-beyond-the-capitalist-canon.php>

**Week 13 (November 20 and 22) – Thanksgiving (no class)**

The students will use this week to prepare the final version of the in-class presentation

**Week 14 (November 27 and 29) – In-class presentations****Week 15 (December 4 and 6) – In-class presentations**