COURSE OVERVIEW

Immigration and ethnic entrepreneurship are interlocking phenomena that have long been the subject matter of critical inquiry in the field of migration studies. The concept of “ethnic entrepreneurship” often overlaps that of “immigrant entrepreneurship,” which stresses the ethnic group membership of the entrepreneur, specifically his or her ties to a common cultural heritage and ethno-racial community and shared ethno-racial status in society. Since the worldwide economic restructuring of the 1970s, ethnic entrepreneurship has witnessed rapid growth fueled and enlivened by waves of new immigrants from every corner of the world.

In this seminar, we focus on the global dynamics of ethnic entrepreneurship as impacted by international migration to the United States, offering a comprehensive overview of key theoretical debates and conceptual discussions, while keeping in mind a comparative global perspective. We will identify the changing trends and variations of entrepreneurial endeavors among diasporic migrants and ethnic group members. We will critically survey the existing literature on the causes and consequences of immigration and ethnic entrepreneurship. To examine the local, global and transnational forces undergirding entrepreneurship, we will explore the concepts of the ethnic economy, ethnic enclave, middleman minority, mixed embeddedness, simultaneous embeddedness, social capital, and transnationalism, and assess theoretical advances. We will pay special attention to the role of the state, ethnic communities, and transnational linkages of interpersonal networks and local/global labor market dynamics and to the intersection of multi-layered factors in the home and host countries. We will also utilize selected theoretical approaches to critically examine the causes and consequences of immigration and entrepreneurship, while discussing social scientific methods, such as ethnography, oral history, focus group, participant observation, interviewing, and community-based research.

COURSE REQUIREMENTS

A. Required Text


B. Assignments

- Please be advised that you should keep a copy of the syllabus handy. You are responsible for reading all the required articles on the class website. Recommended readings are there to provide you with more comprehensive material on related issues. Please read carefully, think critically, take notes, and prepare questions and comments for discussion. **It is imperative that you read before coming to class and that you come to class on time.**
1. **Reading and reading memos (21%, 3% with a total of 7):**  
   - The basic requirement is to read carefully and critically a fairly large volume of complex material in a relatively short period of time. Therefore, commitment and effort are imperative. Class time will consist of structured discussion, interwoven with occasional lectures. Everyone is expected to participate in discussions and lead 2 class discussions. Students will be required to write 7 “reading memos” (1-page single-spaced, typed) for the readings each week. These memos should be posted to the discussion section of the class website by 6pm on Mondays.  
   - In the reading memo, no summary is necessary since everyone in class is assumed to have read all required readings. Instead, the memo should raise questions about, or develop a critique of, a conceptual, substantive, or methodological concern, addressed by at least two of the required readings for the week. Students should try to connect the readings and to address issues of similarity and difference across ideas, arguments, and methodologies in the readings. Students should also come to each class having read other students’ reading memos.

2. **Discussion leader (16%):**  
   - Each student is required to lead one seminar (assigned in first class). In each class, 1 or 2 students will serve as a discussion leader(s). The discussion leader must examine the shared themes of the assigned readings, review the reading memos, and give a presentation summarizing the main themes, methodologies, and data, highlighting the main arguments, and critically evaluate the conclusions. The discussant(s) is(are) then required to facilitate the class discussion.  
   - Each presentation may be 20-30 minutes. Discussion leader(s) must submit talking points or PPT slides for grading (no need to submit the reading memo for that week).  
   - For sessions with two leaders, the leaders may coordinate to co-lead the discussion, but each should submit the talking points of PPT as if one is leading.  
   - Submission is right after class in which student serves as the discussion leader.

3. **Participation and attendance (18%)**  
   - Participation and attendance are mandatory (2% off for each missing class). Please come to class on time.

4. **Final take-home exam (45%)**  
   - The take-home exam will comprise of two essay questions:  
     - (a) an essay question (25%) for all students (25 points)  
     - (b) an essay question (20%) with a choice to a particular theme, which must include the following components: (i) clearly define a research question and state why it is important; (ii) discuss the relevant literature; (iii) outline the argument; and (iv) provide preliminary evidence to support, or discuss a research plan for assessing, that argument.  
     - The length of each essay is 4-5 double-spaced pages.  
   - The date for submission is by 5pm on Wed, June 12 via email to mzhou@soc.ucla.edu. Late submissions will be graded down.

C. OFFICE HOURS  
1:30 p.m. to 2:30 p.m. on Tuesdays at 241A Haines Hall, or by appointment. We may also meet on Skype (my Skype ID is minzhou1).
D. GRADING
(1) Reading and reading memos 21%
(2) Discussion leader 16%
(3) Participation and attendance 18%
(4) Final take-home exam 45%
Total 100%
A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: Below 60%

E. ACADEMIC INTEGRITY
Academic dishonesty, includes, but is not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic misconduct, see http://www.deanofstudents.ucla.edu/Academic-Integrity. Cheating, on all things (including signing the roll or doing assignments for someone else) will not be tolerated in the least and will result in a failing grade regardless of any other performance considerations. Based on university rules, faculty members who encounter cases of cheating or plagiarism are advised to contact the Office of the Dean of Students. The list of sanctions is found in the UCLA Student Conduct Code http://www.deanofstudents.ucla.edu/Student-Conduct-Code.

BruinAlert

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<thead>
<tr>
<th>Service</th>
<th>Description</th>
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<tbody>
<tr>
<td>BruinAlert</td>
<td>Sign up for alerts via SMS text messaging</td>
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<tr>
<td>Bruins Safe Online</td>
<td>Bookmark the Bruins Safe Online website, your official source of information during an incident</td>
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<tr>
<td>Bruins Safe Mobile App</td>
<td>Download the app from the UCLA App Store</td>
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<tr>
<td>Red Folder</td>
<td>Locate and review your Faculty &amp; Staff 911 Guide</td>
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<tr>
<td>Emergency Procedures Guide</td>
<td>Each classroom will be equipped with a flipchart procedures guide by December 2017.</td>
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<tr>
<td>Emergency Preparedness</td>
<td>Sign up for UCLA Worksafe training or call (310) 825-6800 to arrange a training session for your department.</td>
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<td>Training</td>
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<td>Restock your go-bag</td>
<td>Although many emergency supplies have a lengthy shelf life, items do expire. Restock your go-bag with water, first aid items, snacks, reading glasses, fresh batteries, and other essential items.</td>
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We may not have control over when or where an emergency occurs, but if we are prepared, the impact of any emergency can be reduced for yourself and for the students who will inevitably look to you for direction.
COURSE OUTLINE

Week 1 (April 2): Course introduction; Classical Theories of International Migration

Required Readings:

Themes: Classical models, causes of migrations, etc.

Recommended Readings:

Week 2 (April 9): The Role of Institutions

Required Readings:

Themes: The role of the state, migrant networks, ethnic organizations, the migration industry, etc.

Recommended Readings:
Week 3 (April 16): Migration and Development: Theoretical Perspectives

Required Readings:

Themes: The migration-development nexus, simultaneity, impacts on homeland, etc.

Recommended Readings:

Week 4 (April 23): Migration and Development: Empirical Considerations

Required Readings:

Themes: Remittances, microenterprises, ethnic organization, social status compensation, etc.

Recommended Readings:
Week 5 (April 30): Selectivity: Labor Migration and Refugee Flows

Required Readings:

Themes: Hyper- v. hypo-selectivity, high v. low skilled migration, undocumented migration, refugee flows; migration and entrepreneurship, etc.

Recommended Readings:

Week 6 (May 7): Historical and Gendered Patterns of Ethnic Entrepreneurship

Required Readings:

Themes: ethnic business types, family business, women in business, new v. old patterns of immigrant entrepreneurship; culture and networks, etc.
Recommended Readings:

Week 7 (May 14): Ethnic Economies and the Ethnic Enclave Debate

Required Readings:

Themes: Ethnic economy, ethnic enclave economy, middleman minority, ethnic niche, etc.

Recommended Readings:
Week 8: (May 21): Ethnic Entrepreneurship and Community Development

**Required Readings:**

**Themes:** noneconomic effects; gentrification; community development, etc.

**Recommended Readings:**

Week 9 (May 28): Intra and Inter-group Dynamics in Ethnic Entrepreneurship

**Required Readings:**

**Themes:** Intra- v. Inter-group relations; training functions; coethnic exploitation; bounded solidarity and enforceable trust, etc.
**Recommended Readings:**


**Week 10 (June 4): Future Research on Migration and Entrepreneurship**

**Required Readings:**


Wei, Wei, Jay I. Chok, Delin Yang and Donghong Li. 2014. “When Do Technological Returnees Enter Entrepreneurship.”


**Themes:** Social change, simultaneous embeddedness, return migration, global/local forces, methodological development, etc.

**Recommended Readings:**


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Final take-home exam is given in week 10 to be done within one week. Submission by 5pm on Wed, June 12 via email to mzhou@soc.ucla.edu. Late submissions will be graded down.