

# Seminar in Sociology: Migration, Community, and Identity in a Complex World

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Last Updated: Wed, 07/16/2025

**Course prefix:** HTS

**Course number:** 4011

**Section:** A

**CRN (you may add up to five):**

93606

**Instructor First Name:** Allen

**Instructor Last Name:** Hyde

**Semester:** Fall

**Academic year:** 2025

## **Course description:**

*Advanced undergraduate topics in sociology. Designed for HTS majors, but open to other students with junior or senior standing.* In this course, we will focus on the topics of immigration and migration, especially in relation to aspects of community and identity. We will explore contemporary debates around immigration and migration in the United States, especially issues pertinent to communities in the Atlanta metropolitan area. For a research method, students will learn about and conduct interviews of at least 5 individuals as part of their data collection for their research project. Students will analyze concepts and themes identified in their interviews to answer their research question(s). Additionally, students can supplement their interviews with other data if you like: whether that be historical data, news/media sources, public opinion data, etc. Students will present this research at the HSOC Undergraduate Research Symposium and write a long (20+ page) research paper related to this topic.

## **Course learning outcomes:**

- Students will describe major concepts in the discipline of sociology and the sociological study of immigration and migration.
- Students will compare and contrast the major theoretical perspectives and methodological issues in studying immigration and migration.
- Students will learn the best practices for conducting interviews, including ethical and practical considerations.
- Students will conduct and analyze at least 5 interviews related to migration/immigration to create a research paper and presentation based on the

analysis of these interviews and other evidence.

### **Required course materials:**

#### **Course Materials Required to be Purchased:**

Textbook: *Immigration Realities: Challenging Common Misperceptions* by Ernesto Castañeda and Carina Cione, 2024. Columbia University Press. (Abbreviated by *IR*)

**An e-book version of the textbook can be acquired from GT's Barnes and Nobles for around \$15 before taxes. If you prefer, feel free to get a paperback copy (seems to be available between \$30-40).**

### **Grading policy:**

#### **and Assignments (1000 total points for course)**

**Reading summaries and discussion questions (150 points):** Before every class, students have the opportunity to post 1 key point summary and discussion question on the Canvas discussion board the day before class by 11:59pm related to the readings that could be potentially discussed in class that day. You will write a total of 5 postings for the semester (this means you can pick and choose the days you want to do). These questions should involve critical thinking skills thus critical questions of the authors' arguments are allowed. For each question, you should also provide a few sentences explaining the relevance of your question to the readings. Weekly questions and summaries will receive a 30 for excellent questions, a 20 for average, and a zero (0) for no posting at all. Both questions can be posted in one post for the week (you do not have to do separate postings for each question).

For example, a good question would be: *"In Chapter 1 of Immigration Realities, the discussion primarily revolves around issues related to the southern border with Mexico. How might you alternatively conceptualize the northern border with Canada? What are similar myths, misperceptions, and power dynamics?"* An example of a poor question would be *"What is segmented assimilation theory?"* (Note: You are welcome to ask clarifying questions during class or by email. They just will not work for the weekly questions portion of your grade.) If students are clearly not reading, I reserve the right to change this portion of the grade to random pop quizzes on the readings.

**Classroom participation (100 points):** Students are expected to be in class whenever possible and participate in discussion of the readings. I will be taking attendance this semester. It is difficult to participate when you are not in class. Occasionally, in class writing assignments may also be assigned to aid in the writing assignments for the class and will be graded if attendance gets poor over the semester.

**IRB Training Completion (150 points):** Because we are doing student and community engaged research, you will need to complete the Group 2 Social / Behavioral Research Investigators and Key Personnel Basic IRB CITI training course in order to

understand the ethics associated with doing research, particularly in relation to human subjects. This guided process should take around 2 hours to complete. Please save a PDF version of the confirmation page and upload it to Canvas for credit.

**Research Paper/Presentation Proposal (100 points):** In preparation for the final presentation and paper, you will need to complete a final paper/presentation proposal due by October 2<sup>nd</sup> by 11:59pm. This will be 3 to 5 pages, including your thesis and research question(s), as well as 3 to 5 sources cited properly. More information will be provided on this assignment later in the semester.

**Peer Review of Papers (75 points):** Students (in pairs or groups of 3) will review drafts of other students' papers in November and provide feedback and tips. More information will be provided on this assignment later in the semester.

**Research Presentation (175 points):** As part of the course, students are required to present a 10- to 12-minute presentation. The date of this presentation will be in the last few weeks of classes, to be determined early in the semester. More information will be provided on this assignment later in the semester.

**Final Course Paper (250 points):** The major writing component of the class will be a research paper based upon at least 5 interviews related to a topic around immigration and migration broadly defined. It is okay to interview people that you know, students at GT, students at other universities, but it is advised not to interview youth under the age of 18 without parental consent. You can supplement these 5 interviews with additional interviews, or you can use other sources of data, including history or news sources. This paper (250 points) will be formally written with proper citation of sources and should be 20 to 30 pages. More info on this assignment will be provided as the semester progresses and may change the details pending discussions with the community partner.

**Final Grades Rubric out of 1000 points possible (what appears on your transcript)**

900 and above = A

800-899 = B

700-799 = C

600-699 = D

Less than 600 points = F

*Late assignments:* The policy for late assignments is that you will need a documented health, funeral, or university sponsored excuse for turning in late assignments at full credit. Assignments turned in after their due dates without an excuse will receive a drop in letter grade every two days beyond their due date.

**Attendance policy:**

*Attendance:* Attendance will be taken in every class period, and this will determine the classroom participation grade listed above. Excused and documented absences will not affect the participation grade, though.

**Academic honesty/integrity statement:**

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university's academic integrity policy.

In this course, we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty.

However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, can result in failure for the entire course and referral to Student Judicial Affairs.

**Core IMPACTS statement(s) (if applicable):**

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion