

HIST/MAS 142 Final Exam Essay:

Immigration & the Mexican-origin population

Outline due 5/10 (10 points)
Final Exam due 5/24 (100 Points)

No late Final Drafts accepted.

TOTAL: 110 points possible

Submission: Canvas; Vericite will be used

Time: Must be submitted **before** 11:59 PM PST.

Computer/internet issues will not be a valid excuse for not submitting. Please plan accordingly.

Length: 5 page minimum plus your “Works Cited” page = 6 pages total

“The racial and ethnic changes and increasing diversity ushered in by the growing Latino presence will continue to shape an American society and politics deeply divided by race and immigration. Steady arrivals of immigrants from Latin America, along with high birth rates among Latino households, will keep Latinos at the center of the debate over issues of immigration and the growth of the Latino community and how it is fundamentally changing the social, cultural and economic and political fabric of American society.”

-Zaragosa Vargas, p. 406 , ***Crucible of***

Struggle

The final exam topic is immigration in the United States. We can see from Vargas's conclusion that immigration is a major issue for the nation, the Latinx community (in particular) and specifically the Mexican-origin population. The Migration Policy Institute (MPI) notes that "Since 1980, Mexicans have been the largest immigrant group in the United States." MPI's data suggests that as of 2013 "approximately 11.6 million Mexican immigrants resided in the United States—up from 2.2 million in 1980—and Mexicans accounted for 28 percent of the country's 41.3 million foreign born" (Mexican Immigrants in the United States; Go to <http://www.migrationpolicy.org/article/mexican-immigrants-united-states> for the complete article).

This Final Exam essay asks you to provide insight about Mexican immigration. Your task is to expand upon Vargas's quote in the conclusion of our textbook by discussing the issues he presents. I have used his quote to shape the Final Exam essay question. Let us take a look at the Final Exam Essay Question/TASK.

The Final Exam Essay task is:

Using scholarly sources identify two specific topics that deal with Mexican immigration to the United States **post-1980**. Explain the significance and importance of these two topics in relation to Mexican immigration to the U.S. **after 1980**.

In particular you should be discussing some of these topics/questions. You are not required to discuss all of the topics, but it is important to consider the following:

- Changes in culture, race, ethnicity
 - You may want to talk about language or bilingual education
 - You could take a look at places like the U.S. South or the Northeast (e.g. New York), which are now (but not historically) major

destinations for Mexican immigrants

- How has the economy benefited from or been harmed by immigration?
 - Consider particular industries that rely on immigrants, such as agriculture
 - Consider acts such as the North American Free Trade Agreement
- How has the government responded (enforcement)?
 - See the Immigration Reform and Control Act (1986), Operation Hold-the-Line (1993), Operation Gatekeeper (1994), the Border Safety Initiative (1998), the creation of the Department of Homeland Security (2003), the Secure Fence Act (2006)
- How has the Mexican-origin community responded?
 - See the anti-Prop 187 movement in California, the “Day without an Immigrant” marches of 2006 (May 1st)
- What is DACA? Who are the Dreamers?
 - These are the latest developments and there should be numerous sources available!

You have some freedom in regards to the focus of your assignment. I do ask that you keep the larger question in mind as you work towards the goal of writing your essay. Please narrow down the focus of your assignment when finalizing the assignment and cover your topics diligently. I have allowed for some leeway here but I do want to ensure that you are able to provide some great insight and detail about the topics you have chosen to discuss.

You should avoid discussing your topic(s) in a general and nonspecific fashion. Provide details, statistics, and other important information from your sources. Be sure to use credible scholarly evidence to support your discussion. I expect a college-level final essay written with care and consideration. In order to achieve the goal of staying focused and on task you will create an outline that lists your thesis and supporting information. This will visually help you “map out” your essay.

Assignment Breakdown

A. Outline (10 Points)

- a. Include your “Works Cited” page with at least (2) sources. Sources must be properly formatted (MLA)

This should be a “working draft outline”. It is an example of what you have produced up to this point. I will be looking for evidence of the work you have completed so far. The more complete and thorough the better, but length alone will not dictate your points for this portion of the assignment. Use this as an opportunity to showcase what you are working towards. This will help me provide some feedback, if applicable.

B. Final Draft (100 Points)

1. Provide a Thesis Statement (20 Points)

The thesis is REQUIRED. The thesis will be located in the introduction of your paper and should clearly state your response to the research question/objective:

From the Southwestern College Library Handout *The Research Paper Made Easy*:

“Step 3: Develop a thesis.

The thesis is a single statement that says what your subject will be and the direction your research will be taking. The thesis helps you stay on track. Remember the thesis is not cast in stone; it can be changed if and when you need to. Also, remember that you not need bring in anything except what is stated in the thesis statement, which is the paper’s guide.”

Here is a great description of the difference between topic statements and thesis statements:

“Thesis Statements

Every paper must argue an idea and every paper must clearly state that idea in a thesis statement.

A thesis statement is different from a topic statement. A topic statement merely states what the paper is about. A thesis statement states the argument of that paper.

Be sure that you can easily identify your thesis and that the key points of your argument relate directly back to your thesis.

EXAMPLES

Topic statements:

This paper will discuss Harry Truman’s decision to drop the bomb on Hiroshima. The purpose of this paper is to delve into the mindset behind Truman’s decision to drop the bomb on Hiroshima.

This paper will explore how Harry Truman came to the decision to drop the bomb on Hiroshima.

Thesis statements:

Harry Truman’s decision to drop the bomb on Hiroshima was motivated by racism.

The US confrontation with the Soviets was the key factor in Truman’s decision to drop the bomb on Hiroshima.

This paper will demonstrate that in his decision to drop the bomb on Hiroshima, Truman was unduly influenced by hawks in his cabinet.” (SOURCE:

<http://cas.umw.edu/historyamericanstudies/history-department-resources/final-pa>

pers/thesis-statements/)

Here is an example with our topic:

Mexican immigration to the United States to the 1980s dramatically changed the ethnic and racial composition of places like the South, added to the economic strength of the nation, and influenced the militarization of the U.S.-Mexico border. This paper will provide a number of examples that illustrate these changes.

2. Content (40 Points)

The Introduction, Body and Conclusion of your assignment.

In the introduction provide the reader a clear picture of what you have concluded regarding the research objective. This is an opportunity to preface what the writer will be accomplishing in the assignment.

If I only read your introduction and conclusion would I have a good understanding of what you presented in your midterm paper?

The writer will provide examples from their sources that discuss Mexican immigration since 1980. These should be organized carefully to reflect the writer's knowledge and familiarity with the topic and their sources.

What are the sources telling you about this history? How can you explain to the reader of your paper what each source is "saying"?

Do they provide similar or different perspectives?

3. Citations, Use of Sources and MLA Format: (20 Points)

When writing for your college courses, or in any academic setting, providing correct citations, references, and meeting particular writing formats is required.

Provide a minimum of (10) direct quotations from your sources . These can range in length from (1) sentence to (1) paragraph or longer. I suggest you avoid using large block quotations continuously throughout the assignment, as they diminish your writing space in the assignment.

All in-text citations must follow MLA format. Your works cited page must meet MLA format (alphabetized, spacing, punctuation, etc.)

4. Writing Mechanics and Grammar: (20 Points)

Not only what you say, but how you say it, is important. We all come from different backgrounds in regards to our research and writing capabilities. The mechanics and grammar of the midterm paper are important and, in many cases, mistakes can be easily avoided.

Capitalization, punctuation, and the use of conjunctions, prepositions, and articles (the, an, a) are all important to writing. In order to assure that you are meeting the correct guidelines for mechanics and grammar visit the writing center on campus, have a friend or peer proofread your assignment, or contact me with any questions you might have.

REQUIREMENTS

Use a minimum of (5) sources that relate directly to the research topic. You are welcome to use more (and depending on your topic may need to provide more).

- LIST THE SOURCES SEPARATELY IN YOUR WORKS CITED
- *You already have one secondary source in your possession: *Crucible of Struggle**

- Sources are limited to:
 - Our Textbook
 - History.com and other credible .com websites
 - Websites ending in: .edu, .org, or .gov
 - Any Southwestern College Database
 - Such as:
 - America History and Life™ with Full Text: (EBSCOhost)

THE CHANGING PROFILE OF MEXICAN MIGRANTS TO THE UNITED STATES: New Evidence from California and Mexico.

Authors: Marcelli, Enrico A.
Cornelius, Wayne A.

Source: Latin American Research Review. 2001, Vol. 36 Issue 3, p105-131. 27p.

Historical Period: 1970 to 1995

Document Type: Report

Subject Terms: IMMIGRANTS -- United States
MEXICANS -- United States
UNITED States -- Emigration & immigration
EMIGRATION & immigration

Geographic Terms: UNITED States
MEXICO
CALIFORNIA

Abstract: The demographic character of Mexican migration to California has changed since 1970. Post-1970 migrants are more likely to remain permanently in the United States, the proportion of women is higher, they are younger, and they possess higher levels of schooling. They are more likely to come from southern Mexico and the Mexico City area, and increasingly they leave from urban areas. Major factors contributing to migration are the economic crisis in Mexico, the changing nature of US demand for workers, and social networks.

Notes: Based on California surveys from 1994 to 1996, US census information, and surveys conducted in Mexico; 7 tables, 19 notes, appendix, ref.

Full Text Word Count: 10861

ISSN: 0023-8791

Accession Number: 5394944

Notes: .

- - The example above is a result found using America History and Life™ with Full Text:. The search was for “Mexican Immigration since 1980”.
 - Note that the search results list the “Historical Period”. This will be helpful when searching for relevant articles! Please email me if you have a question about a potential source.
- <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>
- Clearly differentiate between your “voice” as the author and the “voices” of your sources. Are you making this unique statement or are you reinforcing the ideas presented in the sources you are using?

- Provide structured paragraphs that include transition sentences, leading the reader from point-to-point.
 - *For information on primary and secondary sources, research, and writing see the "RESOURCES" folder in our Canvas page.*
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Submission

You are required to submit an electronic copy of your assignment. All assignments must be submitted via CANVAS.

FORMAT

- Double spaced, 12 pt. Times New Roman font.
- ***Margins = 1.25 inches (Left, Right) 1 inch (Top, Bottom) standard word setting***
- Page numbers required
- Title - doesn't have to be fancy but at a minimum use a title/heading
- 5 page minimum length plus a works cited page = 6 pages total
 - MLA FORMAT for Works Cited page
 - All quotes must be cited (message me if you are unsure what this means!)
- If you would like me to provide comments about your assignment please put "COMMENT" in the title of your assignment. I will send you your comments after final grades have been posted.
- Save your final paper as (1) complete file and upload it to CANVAS

Preliminary Grading Rubric for HIST/MAS Research Assignment

A: The writer demonstrates excellent thought, organization, and style. In an A paper, the writer uses a thoughtful organizational strategy, with clearly developed paragraphs and a identifiable thesis. The ideas themselves should be engaging and show illuminating insights into the work being studied. The writer supports claims with textual evidence (not necessarily quotations). The few errors in style, diction, or mechanics do not distract the reader or inhibit comprehensibility.

B: A B paper is still quite good, but it is weaker than an A paper in some areas. The writer has good ideas that are not quite as completely developed as those of an A paper. Or the ideas may be somewhat limited by some problems of organization and style. Or it may be well-organized and well-written but the writer offers fewer or less valuable insights than an A paper.

C: This is the grade you would generally receive for a "clearly acceptable" paper, but not an "exceptional" one. In a C paper, the writer shows a competent understanding of the assigned topic, but the insights usually do not go beyond the obvious points that most papers make. A C can also be assigned to an inconsistent paper that shows some excellent insights but in which the writer fails to develop ideas into a unified whole. The paper may contain numerous grammatical and mechanical errors.

D: A D paper has some strengths which are outweighed by the weaknesses. The writer has either occasionally good ideas inhibited by unclear writing or clear writing expressing undeveloped ideas that demonstrate a lack of engagement with the work being studied.

F: An F paper is weak either because it is poorly written throughout or because its ideas show no insight into the work being studied, or because it is a completely unacceptable paper obviously written in haste without thought or effort.