Immigration and Migration in U.S. History

Theme
Our theme for the research paper is *Immigration and Migration in U.S. History, 1790 to 2001*. Students will examine a topic through the lens of immigration and migration. You may choose a specific group of people—from one nation; from one ethnic, racial or religious group; a diaspora; or a migration of Americans from one region to another. Once you choose a topic area, you will create a research question that you will continue to revise as you discover more.

You will find that cities, neighborhoods, political, cultural and social practices have been transformed by the influx of immigrants and migrants over the course of our nation’s history. You might also want to study how the government/political leaders, religious groups, women, labor groups, artists/writers and/or social activists have influenced or experienced immigration.

A turning point in immigration and migration history is more than just an important event that happened a long time ago. It is an idea, event, or action that directly, and sometimes indirectly, caused change. This change could be *social or cultural*, affecting a society’s way of thinking or way of acting. It could be *political*, leading to new legislation or to a new government taking charge. It could be *economic*, affecting how goods are produced, bought and sold, or how much or how little a society has to spend on such items. You might consider a nation or ethnic group from within or across the following regions: Asia, Latin America, Europe, Jewish Diaspora, Africa, the Caribbean, or the Middle East; or you may choose a group in migration: Indigenous Peoples or African Americans.

Be sure to examine your research question from a variety of historical perspectives—you will find contradicting evidence/arguments and plenty of lively debate, which you should present in your analysis. Your research should will provide the historical evidence you need to form a conclusion about the event’s significance in history and the impact that it had.
In sum, you may choose to focus on one or a combination of the following three related inquiries:

1. Who moved to the United States from beyond its jurisdiction, under what circumstances, and with what consequences for them and their children? (This is what we call the social and economic history of American immigration.)

2. What laws, court cases, and other uses of state power encouraged and constrained the arrival of newcomers from particular parts of the world? What attitudes toward citizenship and national borders shaped these developments? (This is the political history of American immigration.)

3. How have race, ethnicity, national origin, and citizenship been constructed and defined over the course of this history, and how have attitudes toward those categories reflected and influenced the patterns and experiences of immigration? (This is the cultural history of racial and ethnic difference.)

Research Requirements

- You must create a project on NoodleTools for your bibliography and note cards; please “share” your project with me.
- Write your Research Question on the project page and update/revise as you research.
- You are required to take notes using the NoteCard feature of NoodleTools (Ms. Kane and I will be tracking your notecard progress).
- Tertiary sources, such Oxford encyclopedias found on our Spence Library database, are excellent ways to gather background knowledge on your topic. The information you gather from these types of sources is considered common knowledge and therefore they will not appear in your citations. Wikipedia or any .com site will not be accepted.
- A minimum of THREE secondary sources (Annotated on your Bibliography). Choosing appropriate scholarly sources to help you understand your topic is essential to the process, as only then can you adequately choose and interpret your primary sources. Your secondary sources must be written by historians or scholars in a related field. Your best options will be to read chapters from full-length books (you might not have to read the entire book, ask Ms. Kane or me). In your annotation, identify the background of the author. Please note that most magazines and newspaper articles written by journalists might not be

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1 Building on my ideas for the research paper, I have consulted with David M. Henkin, U. C. Berkeley, Spring 2018, who formed these three inquiries.
appropriate secondary sources when doing historical research. Please carefully read our class Research Guide on how to choose secondary sources!

- A minimum of SIX primary sources. Your complete analysis of these sources will allow you to answer your research question and thus provide evidence to support your thesis. Please carefully read our class Research Guide on how to choose primary sources!
- Ms. Kane will be coming to class to help with locating sources and keeping track of notes and sources digitally, and to introduce our Spence Research Guide to U.S. History.
- Set up a one-on-one meeting with Ms. Kane after you have chosen your topic.

Reading Requirements:
- The Pocket Guide to Writing History, chapters 5-7, which specifically addresses research paper writing. This book will be a good guide for you as you write, and please feel free to come to me with any questions as well along the way.

Writing Requirements
- 2000 words count Word document (approx. 6-7 pages)
- Thesis: must meet requirements
- Double spaced (2.0)
- Font: Arial or Calibri, size 12
- Margins: Keep the default margins, do not alter
- Title Page: Your name, paper title, teacher name, course name, date due, relevant image is optional (but source of image must be cited).
- Your paper pages must be numbered on bottom right (insert page numbers).
- Proofread and edit for proper writing mechanics: clarity, grammar, word choice, and style.

Citation Requirements
- Chicago Style (Advanced)
- Footnotes (not endnotes). Footnotes should appear in size 10 font, do not adjust size or spacing
- Bibliography: Simply export your Bibliography from NoodleTools and save as a Google Doc. This should appear as separate page at the end of the paper.
Plagiarism, the practice of taking someone else's work or ideas and passing them off as one's own, is a major breach of academic integrity. You must acknowledge any assistance you receive on the paper (including a parent, friend, or tutor). Please refer to the Spence School Handbook on academic honesty, as well as the Pocket Guide on how to avoid plagiarism when taking notes, writing, and citing sources.

**Evaluation: You will receive a grade on each of these components:**

- Paper Process: completing assignments and meeting deadlines.
- Your Detailed Outline will receive a grade
- Your final paper will receive three grades: research; citations; writing
Due Dates (Check off when completed)    Name___________________

Mon. March 12: Research Workshop with Ms. Kane. Create a Project on NoodleTools (Chicago Advanced Style). _____

Wed. April 4: Topic due. _____
Write your Topic on your NoodleTools project page.

Fri. April 6: Research Question Due _____
Write your RQ on your NoodleTools project page.

Fri. April 13: Revised RQ and Working Bibliography Due_____  
Two secondary sources that helped you revise your RQ, cite on your NoodleTools bibliography.

Mon. April 23: Working Annotated Bibliography with at least 5 sources due._____  
Annotate a total of 3 secondary sources, and cite at least 2 primary sources (not annotated). Remember, this is an analytical paper so you need to make sure your thesis makes a claim about the significance of your topic, rather than simply tell a good story.

Mon. May 7: NoteCards on NoodleTools due._____  
All required sources posted on Bibliography.

Fri. May 11: Working Thesis _____

Mon. May 14: Detailed Outline with Thesis and Full Bibliography_____  
The outline must include a thesis. This is a formal and detailed outline. Peer review in class.

Section 2B: Thur. May 24th: Final Paper due_____  
Section 4F Fri. May 25th: Final Paper due _____  
Please see final paper format requirements on assignment sheet.