

Students will write one short academic paper (5-7 pages) that makes an argument on immigration in the United States using the readings, podcasts, videos, and lectures from weeks one and two. Students may use one of the suggested prompts or develop their own prompt (requires Dr. Gudgeirsson's approval).

Prompts:

Select one of the following prompts to answer or develop your own (with approval).

- **How did the newly formed United States manage its immigrants?**
- **How did immigrants become citizens?**
- **How was whiteness constructed? Who was considered white and who was not? How did race and immigration overlap?**
- **How immigrants experience their new American life?**

Purpose:

1. The paper will build upon the knowledge learned in this course by answering the above prompt.
1. Students must answer the prompt in thesis statements for each essay - underlined in the submission. The rest of the essay should serve to advance this thesis that answers the prompt.
2. Students must use assigned materials from all three categories in each essay.
 1. Assigned reading
 1. At least one primary source
 2. At least one secondary source
 2. Podcasts/Video
 3. Video Lectures
3. Sources must be clearly cited using [MLA \(Links to an external site.\)](#) or [Chicago Style \(Links to an external site.\)](#) (the latter is required for History majors)
 1. The citations should be specific as possible (for readings this includes the author's last name and page number, for multimedia the title of the podcast/video is sufficient, and for lecture it should include the date). Specific evidence includes brief quotes (no more than 3 lines).
 2. Quoted, paraphrased, and summarized information from a specific source requires citation.
 3. Works Cited/Bibliography is not required.
 4. Avoid outside research – this is meant to demonstrate what you have learned from assigned material. That said, if you want to use material you are already familiar with in addition to required sources you may do so.
4. To support your argument, provide analysis of the examples that provide explanation and connection to the thesis.
5. Strong essays will be organized chronologically and engage with multiple groups of people living in America that identify as immigrants or that native-born white Americans label as “outsider” or “other.” Strong essays

will also make connections to ideas and concepts covered in the corresponding two weeks of the course.

1. The essay should not try to engage with every part of the course covered thus far. Rather it should reflect the ability to select the sections and examples most pertinent to the argument.

Objectives:

1. Students will use assigned material from the course to develop a clear historical argument.
2. Students will make connections of ideas, themes, and sources covered throughout the corresponding two weeks of the summer session.
3. Students will demonstrate an understanding of idea(s) of immigration, outsider, nativism, race, and/or ethnicity in the context of HIST 137.

Skills & Knowledge:

1. Upon completing this assignment, students will demonstrate an understanding how immigration has changed over periods of American history through an opportunity to develop written communication skills building an argument and using evidence and analysis that are applicable in both future academic and professional settings

Requirements:

- 5-7 pages, typed, double-spaced (font size 12pt, Times New Roman preferable), 1 inch margins, with page numbers
- Answers prompt in a clear thesis (underlined).
 - See [handout on writing a thesis](#)
- Advances the argument using evidence, analysis, and clear organization
 - See [handout on writing a history essay](#)
- Uses evidence from readings (primary and secondary), podcasts/video, and lecture.
- Demonstrates command of course material and themes of civilization, city, and culture.
- Carefully proofread
 - See [handout on writing style](#)
- All sources cited in MLA or Chicago Style
 - APA and other style formats are not acceptable options.
 - Works Cited/Bibliography only required if using non-assigned sources

- See [rubric](#) and [grading key](#) for more information on grading and assignment expectations.